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ABSTRACT

The instructional materials for introductory instruction in Haitian Creole are designed for use with the Total Physical Response method of second language teaching, with priority placed on listening comprehension before production and on internalization of physical activities during use of the language. The text consists of 24 chapters targeting basic oral command of the language and some reading experience. Each chapter consists of five sections: reentry material, two sets of new material, and a section providing novel activities and language uses following each set of new material. An introductory section describes the method and materials and suggests specific classroom techniques and procedures, related to the materials, for teachers. A thematically grouped vocabulary list is provided after each group of five chapters, and brief, basic grammar notes intended for reference use if desired are appended. (MSE)

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An Introduction to Haitian Creole via Total Physical Response

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Indiana University Creole Institute, 1984

Indiana University Creole Institute

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PREFACE

The materials included in this text are based on a Beginning Creole course taught during the Haitian Creole Bilingual Education Institute held at Indiana University during the summer of 1983. Both the context and the classroom activities are built around the language teaching approach developed by Dr. James J. Asher known as "Total Physical Response." In addition to the use of commands upon which this approach is based, we have also included other activities designed to enhance the oral proficiency of students and additional activities to provide students with a basic reading knowledge of Creole. The listening/reading segments are constructed such that they act as a vehicle for the introduction of basic cultural knowledge about Haiti. Although the text itself does not deal with grammar specifically we have included in an appendix a brief overview of Creole grammar for those students wishing to consult it.

This project could not have been completed without the help and encouragement of the participants and staff of the 1983 Institute. We are especially indebted to those participants who were students in the Beginning Creole course. Their enthusiasm and numerous comments throughout the six-week period of intensive instruction provided many insights in the use of this material and its revision which appears here. We also wish to express our gratitude to Suze Mathieu and Renote Rosemond, the other two Beginning Creole instructors who contributed greatly to the excitement of this course and to the communicative activities present in these materials. Finally, it is with pleasure that we express our gratitude to Albert Valdman who introduced us to the teaching of Creole a few years ago and whose constant help and support were instrumental in producing these materials.

TEACHER'S INTRODUCTION

Basic Principles of Total Physical Response

To most individuals learning a second language is a very stressful activity. People, especially adolescents and adults, don't particularly like to repeat sets of strange sounds which they think make them appear foolish. Furthermore, they have difficulty believing that the utterance for the thought "I like that book" can be anything but those very same words in that very same order. Finally, because people are so used to saying things in a particular way, their memory finds it very difficult to remember a completely different set and order of words to say the same thing, such as "M renmen liv sa-a."

During the past 25 years several individuals have worked on designing second language learning approaches that minimize the amount of stress present in the learning process. In all instances there is a great deal of attention paid to developing the listening skill first and foremost and instructional strategies are designed to enter the right hemisphere of the brain in an attempt to simulate, at least in part, how children learn language. Among the individuals who have developed such approaches, three are especially noteworthy: James J. Asher (Total Physical Response)[1], Georgi Lozanov (Suggestopedia)[2], and Harris Winitz (The Learnables)[3].

Although all three have developed fascinating approaches to second language learning, the materials presented in this book are based primarily of the ideas of James J. Asher's Total Physical Response. Asher's basic premise maintains that second language learning should be structured on a model of how children learn their first language. This, he claims, includes three critical elements.

The first is that understanding spoken language must precede speaking. Just as children develop an accute listening and comprehension skill far in advance of the spoken skill, Asher suggests using series of commands to develop the listening skill among second language learners. He maintains that the understanding developed in a child through thousands of hours of listening can be condensed into a much shorter period of time for the second language learner.

Secondly, Asher believes that children internalize the meaning of the utterances heard (usually commands such as "Give Daddy a kiss," "Put the ball down") through physical response. Similarly, his approach suggests that understanding be developed by having students respond physically to the commands of the teacher. Asher hypothesizes that infants decipher the meaning of utterances through the right hemisphere of the brain. Although the right hemisphere cannot express speech it can express itself by performing the action of a command uttered by someone else. It is by this attempt to

enter the right hemisphere of the brain that Asher hopes to remove the stress in second language learning.

Finally, Asher maintains that the child's lengthy period of listening produces in him a readiness to speak. When ready, the child will spontaneously begin to utter sounds. Similarly, Total Physical Response suggests that students not be forced to speak until they are ready and willing to do so. This is accomplished by the teacher offering the students to perform "role reversal" which consists of students giving the commands instead of the teacher. Asher suggests that this begins to occur after approximately 12 hours of instruction, however, in our experience some students began to speak after as little as three hours while others waited as long as 30 hours.

Since most of our second language learning and teaching experiences have been limited to methodologies that focus on use of the left (cognitive) hemisphere of the brain, we conclude this brief introduction to the Total Physical Response by quoting Asher's comparison of language learning via the right and left hemispheres of the brain.

> By entering the right hemisphere when language "causes" changes in the student's behavior (physical responses), individuals can rapidly decipher the language code. As the student expands an understanding of how the target language works and what it means, there is a point when the person is ready to talk. And when talk appears, it will not be perfect. There will be many flaws, but gradually it will shape itself in the direction of the native speaker.
>
> In comparison, a left hemisphere entrance is slow-motion learning. Each detail of production--which the student is not ready to make--is practiced before the student has internalized a holistic pattern of how the language works. By practicing surface features of production permaturely, the learning process is slowed down to a tedious, monotonous pace that extinguishes attention and retention. The consequence is stress.[4]

How to use these materials

An Introduction to Haitian Creole via Total Physical Response consists of 24 chapters designed to give students a basic oral command of Haitian Creole as well as an introduction to reading the written language. Each chapter is divided into five components: reentry material, basic material I and II, and a novelty section following each basic material. In addition, even numbered chapters also include a listening/reading activity designed to introduce students to some basic cultural information about Haiti and its people.

Before discussing the various components of each chapter, however, it is important to remember that in this methodology listening always precedes speaking and that there exists an all important relationship between each utterance and its corresponding physical response. The latter helps solidify

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the meaning of each command and also provides the teacher with a constant opportunity to check student understanding. It is also important to note that there is little or no need to use the native language during the instructional process. The meaning of all commands can easily be conveyed through body movements or the use of visuals and realia. In fact, knowing how easy it is for us as teachers to fall into the trap of excessive use of the native language, it is probably best to prohibit the use of the native language throughout the course.

Reentry material. Every chapter except the first one begins with a series of commands designed to review and recycle material previously covered. The material in this section is not necessarily limited to that taught during the previous chapter. At times it may focus on elements taught in one particular previous chapter while at other times it includes material from several past chapters. In all instances it should be handled as a series of commands where the teacher may skip the physical demonstration phase provided of course that the students recall the meaning of each utterance and can act out the proper physical response.

Basic material. Each chapter contains two basic material sections. It is here that virtually all new material is introduced. To assure success among students, the teacher must follow the three basic steps of Total Physical Response (TPR): DEMONSTRATE, HESITATE, TEST.

DEMONSTRATE: Begin by motioning two students to sit on either side of you. The other students should be seated in a circle or semi-circle so that they can easily observe the actions and so that there is ample room for people to move about. Say "kanpe" and immediately stand up while motioning to the students on either side of you to do the same. Then say "chita" and sit down making sure that the students imitate your action. Should anyone want to repeat the commands after you, signal them to be quiet. Continue with this same process until you have exhausted all the commands in a particular basic material section. It is also important to vary the order of the commands so that students are not dependent on a particular order for understanding purposes.

HESITATE: After you have demonstrated the commands in any one series, go back and utter these same commands this time hesitating to see if the students can respond physically without your demonstration. If they can not then demonstrate again. You may at this point also ask a different set of students to give the physical response or if the class is not too large you may ask the entire class to do so.

TEST: When you think that the students are ready to respond physically without your demonstration, sit down and give commands to the entire group being careful to observe students who await the action of fellow students before responding themselves. Then give the commands in varied order to

individual students. Begin with those individuals who appear to have the greatest confidence. If some have difficulty producing the proper physical response then repeat the demonstration and hesitation steps.

*: There are instances throughout the book where we have used statements or questions instead of commands. In order to alert you to this, we have preceded every sentence that is not a command by an asterisk.

Novelty. Each basic material section is followed by an activity entitled "novelty." The purpose of this section is to ask students to physically respond to unusual and sometimes silly commands, thus making sure that they really have learned the materials introduced in the basic material segment. The novelty section not only serves as a unique test of the material taught but just as important it introduces an oftentimes humorous and fun element to the class. A sample set of such novel commands might be as follows: "Mary stand up; go and sit on the floor in front of Peter; Peter, put your book on Mary's head; Mary, stand up and slowly walk to the window." Once our group of adult students had the opportunity to play the role of teacher and give commands (role-reversal), they took great pleasure in asking their friends to respond physically to many humorous and unique commands.

Listening/Reading Activity. Every even numbered lesson includes a short passage to be used both for listening and reading practice. These passages are also intended to provide the student with basic cultural information about Haiti. It should be noted that the structure and vocabulary used in these passages are not limited to elements already introduced. However, in all instances they have been written such that the teacher can easily convey meaning with the help of appropriate visuals and realia. The suggested process for this activity is to begin by first of all identifying the topic to be discussed. Then using a variety of visuals the teacher reads the passage aloud while students listen. The teacher then reads the passage aloud a second time in an attempt to ensure comprehension. After this second reading, the students are asked to reconstruct the information provided in the passage. Various students can be asked to each provide one fact included in the passage. Please note that it is not very important that the original order of information be maintained. In addition to use as a listening activity, these passages may be used to introduce the sound-symbol correspondence of Haitian Creole. Students can follow the teacher as he/she reads aloud and then they can try reading it aloud themselves.

When do students begin to speak? ONLY WHEN THEY ARE READY. In using TPR it is most important not to force anyone to speak until that individual is ready and willing to do so. After all the students can correctly execute the various commands, the teacher may ask if any student wishes to play the role of the teacher and give commands to follow students. In TPR this is called ROLE-REVERSAL and constitutes the fourth step in the sequence after

demonstrate, hesitate and test. Role-reversal does not constitute a specific segment of each chapter because it is an element which should be used when the teacher feels it is most appropriate. Although it could be started immediately during the first chapter, it is probably best to wait until chapter three unless there are individuals in the class who simply can't wait to begin speaking. It should also be remembered that if some students want to wait several lessons before attempting to speak, that s buld be their prerogative.

Vocabulary Lists. After every five chapters we have provided a vocabulary list to help students regroup the various semantic topics covered during the previous five lessons. Because the words are thematically grouped, they can ɔe used as a stimulus for small group work. Working in pairs or in triads, for example, students can take turns giving commands to each other until they have exhausted all the words in a particular set. It should be noted that the inclusion of the English translation was not meant to suggest that teachers construct vocabulary translation quizzes or tests, rather it was included to help those students who absolutely feel the need for that type of reinforcement.

Grammar Appendix. At the end of the book is included a short and basic overview of Creole grammar. Although it is not at all necessary, students may if they wish consult this appendix on their own. It is not at all meant to correspond to specific chapters in the text.

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[1]James J. Asher, Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oaks Productions, Inc., 1982.

[2]Georgi Lozanov, Suggestology and Suggestopedia: Theory and Practice. Paris: United Nations Educational, Scientific and Cultural Organization, 1978.

[3]Harris Winitz, The Learnables. Kansas City, MO: The International Linguistics Corporation, 1981.

[4]Asher, op. cit., p. 25.

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Chapit 1

Basic Material I

Kanpe.
Chita.
Mache.
Rete.
Vire.
Sote.

Manyen tab-la.
Manyen chèz-la.
Manyen tablo-a.
Montre tab-la.
Montre chèz-la.
Montre tablo-a.

Mache rive sou tab-la.
Mache rive sou tablo-a.
Mache rive sou chèz-la.
Chita sou chèz-la.

Kanpe.
Montre pòt-la.
Mache rive sou pòt-la.
Manyen pòt-la.
Vire.
Montre tablo-a.
Mache rive sou tablo-a.
Manyen tablo-a.

Novelty

Kanpe, mache rive sou tab-la, epi chita sou tab-la.
Kanpe, montre chèz-la, epi mache tout otou chèz-la.
Kanpe, mache, rete, epi sote tout otou tab-la.
Mari (or other student's name), manyen tab-la, al kanpe sou tab-la epi sote dousman.

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Basic Material II

Manyen madamn-nan.
Manyen msye-a.
Manyen fi-a.
Manyen gason-an.

*Mwen kanpe.
*Mwen chita.
*Mwen mache.
*Mwen vire.

*Ou kanpe.
*Ou mache.
*Ou sote.
*Ou chita.

*Li kanpe.
*Li mache rive sou tab-la.
*Li manyen tab-la.
*Li sote tout otou tab-la.

Novelty

Montre Mari (or other student), epi manyen li.
Montre msye-a, epi manyen li.
Montre tablo-a, epi manyen li.
Kanpe, montre Lwi (or other student), epi al chita sou li.
Manyen tab-la, epi al kanpe sou-li.
Kanpe, sote rive sou pòt-la.

Mari, montre tablo-a, epi manyen li.
Ou menm, montre tablo-a, epi manyen li.
*Li montre tablo-a, epi li manyen li.

Additional Vocabulary

At this point you may, if you wish, introduce additional vocabulary (such as other items in the classroom) but only do so if you are confident that the students have assimilated the material in this first lesson. It is more important that the students be comfortable and confident with what they have learned than it is to attempt to introduce as much material as possible.

Chapit 2

Reentry Material

Mache rive sou tab-la.
Manyen tab-la, epi montre tablo-a.
Kanpe, sote, rete, epi chita.
Montre gason-an epi manyen li.
Mache rive sou madamn-nan epi chita sou li.

Basic Material I

Mache rive sou tab-la.
Manyen liv-la.
Pran liv-la.
Depoze liv-la.

Manyen plim-la.
Pran plim-la.
Depoze plim-la.

Manyen kreyon-an.
Pran kreyon-an.
Depoze kreyon-an.

Novelty

The following sample commands represent only a few of the many recombinations (real and silly) that are possible even at this early stage. The teacher should feel free to add to this list. It should also be noted that new "helpful" conjunctions and adverbs are introduced in these novel sentences, however, they should pose no comprehension problem.

Manyen kreyon-an ak liv-la.
Pran kreyon-an sèlman.
Kounyea pran liv-la.
Depoze liv-la sèlman.
Kounyea depoze kreyon-an.

Montre plim-lan epi pran li.
Depoze plim-lan sou liv-la.
Manyen plim-lan ak liv-la.
Pran plim-lan ak liv-la.
Pa pran liv-la.
Kounyea pran liv-la.
Depoze plim-lan sèlman.
Pa depoze liv-la.
Kounyea depoze liv-la.

Tell the students the actions that you are acting out:

*Mwen kanpe, mwen mache rive sou tab-la,
mwen pran kreyon-an epi mwen depoze li
sou liv-la.

Ask a student to act out the following commands:

Ivòn, kanpe, mache rive sou tab-la,
pran kreyon-an epi depoze li sou liv-la.

Ask the same student to go through the same actions and tell him what he is doing:

*Ou kanpe, ou mache rive sou tab-la,
ou pran kreyon-an epi ou depoze li sou liv-la.

Ask the same student to go through the same actions and this time tell the class what he/she is doing:

*Li kanpe, li mache rive sou tab-la,
li pran kreyon-an epi li depoze li sou liv-la.

Basic Material II

Louvri pòt-la.
Louvri liv-la.
Louvri fenèt-la.
*Mwen louvri liv mwen
*Ou louvri liv ou.
*Ou louvri liv Jak-la.
*Ou louvri liv li.

Fèmen fenèt-la.
Fèmen liv-la.
Fèmen pòt-la.
*Mwen fèmen liv mwen.
Mari, fèmen liv ou.
*Li fèmen liv li.

Novelty

Louvri liv ou, pa louvri liv Lwi-a (or other student).
Fèmen liv mwen, pa fèmen liv ou.
Mache rive sou fenèt-la epi fèmen li.

Ivòn (or other student) kanpe, mache rive sou tab-la, pran kreyon-an ak liv-la. Mache rive sou fenèt-la epi depoze liv-la sou chèz ou.

Jan (or other student), kanpe, mache rive sou Toma epi chita sou li. Pran liv li ak kreyon li, kanpe, mache rive sou tab pwofesè-a. Depoze liv Toma-a sou tab-la epi depoze kreyon li atè-a.

Anita (or other student), kanpe, mache rive sou fenèt-la epi louvri li. Vire, mache rive sou tab pwofesè-a, pran liv Toma-a. Sote rive sou Toma epi depoze liv li atè-a.

Listening/Reading Activity - JEOGRAFI

Ayiti se yon ti peyi ki sitiye nan mitan lanmè sou yon il. Il sa-a rele Ispanyola; li nan lanmè karayib-la; Il Ispanyola-a divize an de pati: Pati wès-la se Ayiti e pati lès-la se Dominikani.

Ayiti se yon peyi ki gen anpil mòn. Pòtoprens se kapital Ayiti. Vil sa-a sitiye nan lwès. Lòt vil enpòtan-yo se Okap non nò, Pòdpe nan nòdwès, Okay ak Jeremi nan sid, Jakmèl nan sidès.

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Chapit 3

Reentry Material

Pran liv-ou, mache rive sou tab-la epi depoze li sou tab-la.
Mache rive sou fenèt-la epi manyen kreyon-an ak plim-lan.
Pran plim-lan sèlman epi depoze li sou chèz Mari-a.
Kanpe, vire, sote rive sou tab pwofesè-a.
Kanpe sou tab-la epi sote dousman sou li.
Montre tablo-a.

Basic Material I

Mache rive sou tablo-a.
Pran lakre-a.
Ekri non ou sou tablo-a.
Al chita.

Al sou tablo-a epi pran lakre-a.
Ekri non ou sou tablo-a.
Ekri non mwen.

*Mwen pral sou tablo-a.
*M ap ekri non mwen sou tablo-a.
*M pral sou chèz mwen.
*M ap chita.

Ivòn, al sou tablo-a, ekri adrès ou.
*Ivòn ap ekri adrès li sou tablo-a.
Ekri non mwen sou tablo-a.
*L ap ekri non mwen sou tablo-a.
Kounyea, ekri adrès Mari sou tablo-a.
*L ap ekri adrès Mari sou tablo-a.
*Ivon ekri adrès li, non mwen ak adrès Mari sou tablo-a.

Novelty

Al sou fenèt-la epi ekri non ou sou fenèt-la.
Mache rive sou tab pwofesè-a, pran liv li epi ekri non Lwi sou liv pwofesè-a.
Kanpe, sote rive sou Anita. Chita sou li epi pran kreyon li.
Al sou tablo-a epi ekri non ou ak adrès li sou tablo-a.
Al sou tab-la, pran plim-lan epi depoze li anba chèz Anita-a.

Basic Material II

Al sou tablo-a.
Ekri nimewo de.
Ekri nimewo twa.
Ekri nimewo kat.

Jan, al sou tablo-a epi ekri nimewo twa.
*Jan pral ekri nimewo twa sou tablo-a.
*Jan ap ekri nimewo twa sou tablo-a.

Kawòl, al sou tablo-a epi ekri non ou.
*Kawòl pral ekri non li sou tablo-a.
*Kawòl ap ekri non li sou tablo-a.

*Mwen pral sou tablo-a.
*M pral ekri adrès mwen sou tablo-a.
*M ap ekri adrès mwen sou tablo-a.

Mache rive sou tab-la.
Pran plim-lan.
Depoze li anba chèz-la.

Toma, al sou tab-la, pran liv-la epi depoze li anba chèz Lwi-a.
*Toma pral pran liv-la epi li pral depoze li anba chèz Lwi-a.
*Toma ap pran liv-la epi li ap depoze li anba chèz Lwi-a.

Novelty

Anita, al sou chèz Mak-la, ekri non ou sou chèz li epi depoze chèz-la anba tab pwofesè-a.
Ivòn, ekri nimewo kat sou liv ou, pran liv ou, kreyon ou ak plim ou epi depoze yo anba chèz Mari-a.
Mari, pran plim Ivòn-nan, sote rive sou fenèt-la epi ekri non pwofesè-a sou fenèt-la.

Additional Vocabulary

At this point you may if you wish introduce numbers other than the four presented in this lesson.

Role Reversal

Although not everyone will be ready to speak by this time, some no doubt will be anxious to try. Therefore it might be a good idea to try role reversal with students ready and willing to do so. Simply invite any willing student to assume the role of the teacher and be responsible for giving the commands. You might be surprised at the events that follow.

Chapit 4

Reentry Material

Kanpe, sote dousman, kounyea al sou tab-la.
Montre liv-la epi manyen li.
Mache rive sou pòt-la, louvri li, vire epi fèmen pòt-la.
Pran plim ou, al sou Jak, pran liv li, louvri li epi ekri non ou sou liv Jak-la.
Al sou tab-la, manyen liv-la ak kreyon-an.
Pa pran liv-la, pran kreyon-an sèlman epi ekri adrès ou sou tab-la.
Pa ekri non ou.

Basic Material I

Manyen tèt ou.
Mak, manyen tèt ou.
Mak, manyen tèt Lwi.
Manyen tèt li.
Tout moun, manyen tèt nou.

Manyen bouch ou.
Jan, manyen bouch Mari.
Manyen bouch li.

Manyen figi ou.
Anita, manyen figi m.
Anita, manyen figi Jak.
Tout moun, manyen figi n.

Manyen zorèy ou.
Manyen on sèl zorèy.
Kounyea, manyen tou de zorèy ou.

Manyen je ou.
Manyen on sèl je.
Manyen tou de je ou.
Mari, montre on sèl je Toma.

Manyen nen ou.
Montre nen pwofesè-a.
Tout moun, manyen nen n.

Manyen men ou.
Jak, manyen men m.
Jak, manyen on sèl men Anita.
Mari mete/depoze men ou sou tab-la.
Kawòl, mete men ou sou tèt Ivòn.

Manyen dwèt ou.
Montre dwèt pwofesè-a.
Toma, manyen dwèt mwen.
Manyen twa dwèt.
Manyen dis dwèt.

Manyen bra ou.
*Mwen pral manyen Anita sou bra l.
*M ap manyen Anita sou bra l.
Toma, manyen on sèl bra Jan.
Kounyea, manyen tou de bra Jan.

Manyen janm ou.
Chal, montre tou de janm Kawòl.
Kounyea, manyen on sèl janm pwofesè-a.
Tout moun, manyen tou de janm nou.

Novelty

Tout moun, kanpe. Mache rive sou pwofesè-a epi manyen tèt li dousman.
Lwi, pran liv ou ak plim ou. Mete liv-la anba bra ou epi mete plim-lan nan bouch ou.
Kawòl, al sou tablo-a. Pran lakre-a epi mete l nan bouch ou. Ekri non ou sou tablo-a. Depoze lakre-a sou chèz ou epi al chita sou tab pwofesè-a.
Jak, sote rive sou Ivòn. Manyen tèt li ak janm li. Ivòn, manyen on sèl zorèy Jak ak bouch li.

Basic Material II

Frape men ou.
Frape tab-la.
Frape Jan.
Frape m nan men m.

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Voye liv ou atè-a.
Voye kreyon-an sou mwen.
Voye plim-lan sou Marí.
Voye lakre-a sou tablo-a.

Bay Dolorès liv-la.
Bay Toma plim-la.
Bay Kawòl lakre-a, liv Ivòn-nan epi plim mwen.
Ban m kreyon ou.

Kanpe, al sou pòt-la.
Limen limyè-a.
Etenn limyè-a.
Al chita.

Pran plim wouj-la epi mete l sou liv ble-a.
Pran kreyon vèt-la epi mete l sou tab mawon-an.
Mete lakre blan-an anba tablo nwa-a.
Mete kreyon jòn-nan sou liv woz-la.

Novelty

Marí, kanpe, al sou tablo-a, pran lakre vèt-la epi ekrí non ou ak li.
Toma, pran kreyon wouj ou, ekri non ou sou liv ble Jak-la epi bay Marí liv Jak-la.
Marí, pran liv Jak-la, kanpe, mache rive sou fenèt-la, louvrí li epi voye liv Jak-la deyò.
Tout moun, pran plim nwa nou, mete li anba bra nou, mache rive sou pwofesè-a epi depoze plim nou sou tèt li.

Role Reversal

Get different students to try their hand at giving some commands. Remember, however, that students not ready to speak should not be forced to do so.

Listening/Reading Activity - MOUN LAVIL AK MOUN AN DEYÒ

Marí rete Pòtoprens. Se moun kapital-la.
Toma rete Jakmèl. Se moun pwovens.
Marí ak Toma se moun lavil.
Lamèsi rete nan yon ti bouk. Se pa moun lavil, se moun an deyò.
Genyen moun nan Pòtoprens ki konsidere sèten vil pwovens tankou "yon gran an deyò."

Chapit 5

Reentry Material

Manyen nen ou, bouch ou epi on sèl janm ou,.

Kanpe, sote rive sou pòt-la, manyen li epi montre fenèt-la.

Al sou tablo-a, vire, mache rive sou tab la, pran liv pwofesè-a epi depoze liv-la sou chèz Kawòl-la.

Mache rive sou Jak, frape tèt-li dousman, manyen on sèl zorèy li epi al chita.

Pran plim Mari-a epi bay Ivòn plim-lan. Pran liv Ivòn-an epi voye li atè-a.

Basic Material I

Toma, al sou tablo-a.

Pran lakre wouj-la epi ekri non ou.

*L ap ekri non li sou tablo-a.

*Li rele Toma

Dolorès, al sou tablo-a epi ekri non ou sou li .

*L ap ekri non li sou tablo-a.

*Li rele Dolorès.

*M prale sou tablo-a.

*M ap ekri non m ak lakre blan-an.

*M rele msye Lafayèt.

The next set of commands introduces a different meaning for "rele". Make sure that you demonstrate this second meaning.

Lè mwen frape ou, rele.

Lè mwen manyen tèt-ou, rele.

Lè pwofesè-a etenn limyè-a, rele.

Lè Anita voye plim ou atè-a, rele.

Tout moun, rele.

Kanpe, chita atè-a, ri .

Jan, kanpe sou chèz ou.

Tout moun, ri.

Lwi, al chita sou Mari.

Tout moun, ri.

Lè mwen rele non ou, ri.
Lè mwen kanpe sou tab-la, ri.
Lè Kawòl chita anba tab-la, ri.

Kouri sou fenèt-la.
Kouri sou tablo-a.
Kouri sou Jak.
Kouri sou mwen.

Pouse tab-la.
Pouse chèz-la.
Pouse Dolorès sou chèz-la.
Pouse liv ou atè-a.

Novelty

Mak, kanpe kouri sou pwofesè-a, manyen je li epi chita sou tab-la. Tout moun, ri.
Anita ak Jan, kanpe. Anita, mache rive sou Jan epi frape li. Jan, pouse Anita sou Toma. Toma, rele.
Kawòl, al chita anba fenèt-la. Lwi, lè Kawòl prale chita anba fenèt-la pran lakre ble-a epi voye sou Kawòl.
Dolorès, sote rive sou tab-la. Kouri tout otou tab-la, pouse tab-la sou pwofesè-a epi tout moun, rele.
Jak, pran plim nwa ou-a, mache rive sou Mari epi mete plim ou sou nen l.

Basic Material II

Montre soulye Toma-yo.
Manyen wòb Kawòl-la.
Manyen chemiz Lwi-a.
Montre pantalon Mari-a.
Montre jip Dolorès-la.
Montre kòsaj Dolorès-la.
Montre tenis Jak-la.
Montre mayo Jan-an.
Montre chòt Jan-an.

Kanpe kote Ivòn.
Chita kote Anita.
Mache rive sou tab-la epi chita kote l.

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Chita nan mitan Ivòn ak Anita.
Depoze liv-la nan mitan kreyon-an ak plim-lan.
Kanpe nan mitan klas-la.
Mete chèz-la nan mitan tab-la.

Kouri tout otou chèz ou.
Mache tout otou tab-la.
Mete men ou tout otou plim ou.
Mete bra ou tout otou zepòl Mari.

Kanpe, mache, vire adwat.
Mache rive sou tablo-a epi vire adwat.
Chita kote mwen, sou dwat mwen.

Kanpe, sote, vire agòch.
Mache rive sou tab-la epi vire agòch.
Chita kote m, sou gòch mwen.

Kanpe, mache, vire adwat, mache tou dwat.
Mache rive sou tablo-a, kanpe devan tablo-a epi ekri nimewo 9.
Kanpe devan Mak, mete men ou sou tèt li.

Al kanpe dèyè pòt-la.
Chita dèyè Dolorès.
Mete men ou dèyè tèt ou.

Novelty

Jan, kanpe, mache rive sou Mari, pran soulye li epi voye l anba tab-la.
Pyè, pran kreyon wouj ou epi al kanpe devan tab pwofesè-a. Louvri liv li epi ekri non Dolorès nan liv pwofesè-a. Tout moun, rele.
Anita, al kanpe nan mitan lwi ak Kawòl. Pran men Kawòl epi mete l nan men Lwi. Pouse Lwi sou Kawòl epi kouri sou chèz ou. Tout moun, ri.
Dolorès, pran plim ble ou epi al kanpe kote Toma. Frape Toma dousman sou tèt li ak plim ou epi al chita dèyè chèz Jak-la.

Vocabulary List 1

The number of items introduced in these first five lessons is really quite large. The purpose of listing these at this point is twofold: 1) since this is the first time that students will see the language in written form, it gives the teacher an opportunity to say them out loud so that students begin to recognize Creole sound-symbol association; 2) since the items are grouped in categories, it serves as a device to help them better retain these words. This list can be used as a basis for role reversal. Ask willing students to pick three words from any category and use them in commands for other students to act out.

I. Vèb (verbs)

kanpe	stand	fèmen	close
chita	sit	frape	hit
vire	turn around	voye	throw
mache	walk	limen	turn on
rete	stop	etenn	turn off
sote	jump	ban m	give me
montre	point to, show	bay	give
manyen	touch	ri	laugh
pran	pick up, take	kouri	run
depoze	put down	pouse	push
mete	put	m rele	my name is
ekri	write	rele	scream
louvri	open	rale	pull (out)

II. Bagay ki nan klas-la (classroom items and people)

tab	table	limyè	light
chèz	chair	lakre	chalk
fenèt	window	madamn	lady/woman
klas	class	msye	man
pòt	door	fi	woman
tablo	black board	gason	man
kreyon	pencil	pwofesè	professor
liv	book	non	name
plim	pen	adrès	address
atè	floor	tout moun	everybody

III. Pati nan kò n (parts of the body)

tèt	head	dwèt	finger
figi	face	men	hand
bouch	mouth	bra	arm
je	eye	janm	leg
nen	nose	zorèy	ear

IV. Rad (clothing)

pantalon	pants	wòb	dress
chemiz	shirt	jip	skirt
kòsaj	blouse	chòt	briefs
soulye	shoes	mayo	T-shirt
tenis	sneakers		

V. Koulè-yo (colors)

wouj	red	blan	white
jòn	yellow	nwa	black
vèt	green	mawon	brown
ble	blue	woz	pink

VI. Nimewo (numbers)

on, yon	one	sis	six
de	two	sèt	seven
twa	three	uit	eight
kat	four	nèf	nine
senk	five	dis	ten

VII. lòt mo itil (other useful words)

ak/avèk	and, with	on sèl	just one
lè	when	kounyea	now
sou	on	pa	don't
anba	under	adwat	right
nan	in	agòch	left
nan mitan	between, in the middle of	tou dwat	straight ahead
kote	next to	devan	in front of
tout otou	around	dèyè	behind
dousman	gently	epi	and, then
sèlman	only	deyò	outside
tou de	both		

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Chapit 6

Reentry Material

Tout moun, kanpe, mache tou dwat, vire agòch, vire adwat, al kanpe devan tablo-a.

Tout moun, manyen tèt nou manyen bra dwat nou epi montre pantalon pwofesè-a.

Mache rive sou Anita, sote tout otou li, manyen kòsaj li epi frape tou de bra l yo dousman.

Al sou fenèt-la, fèmen li epi ekri non ou sou fenèt-la ak dwat ou.

Basic Material I

Manyen zepòl ou.

Manyen zepòl dwat ou.

Manyen zepòl Mak.

Mak, lè m frape zepòl ou, rele.

Manyen jenou ou.

Frape jenou Ivòn ak kreyon ou.

Mete men ou sou jenou ou.

Manyen pye gòch ou.

Depoze liv-la sou pye ou.

Voye lakre-a sou pye pwofesè-a.

Manyen cheve ou.

Montre cheve Toma.

Rale cheve ou epi rele.

Kawòl, rale cheve Jak.

Jak, lè Kawòl rale cheve ou, rele.

Manyen ponyèt dwat ou.

Manyen ponyèt gòch ou.

Mete mont-la nan ponyèt ou.

Pran ponyèt Mari epi mete mont-la nan ponyèt li.

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Novelty

Pyè, kouri tout otou klas-la epi manyen nen tout moun nan klas-la.
Mari, rale dwèt ou, epi rele. Al kanpe devan tab pwofesè-a, mete pye gòch ou sou tab-la, pran kreyon jòn-nan epi voye li sou tablo-a.
Mak, mete liv mawon-an sou tèt ou.
Jak, mete plim ou sou zèpol gòch Mak.
Anita, mete kreyon ou sou zepòl dwat Mak.
Mak, mache rive dèyè pòt-la dousman.

Basic Material II

Manje zoranj-la.
Manje mango-a.
Manje chadèk-la.
Manje mandarin-lan.
Manje melon-an.
Manje bannann-lan.

Bwè dlo-a.
Bwè lèt-la.
Bwè kafe-a.
Bwè ji-a.

Vide dlo nan tas-la.
Vide dlo nan vè-a.
Mete zoranj-la nan asyèt-la.

Pran fouchèt-la nan men gòch ou.
Pran kouto-a nan men dwat ou.
Depoze fouchèt-la ak kouto-a nan asyèt-la.
Mete kiyè-a nan asyèt-la.

Novelty

Dolorès, pran mango-a, al sou fenèt-la, louvri li epi voye mango-a deyò.
Ivòn, pran fouchèt-la, kouto-a, kiyè-a epi mete yo sou pye Mak.
Jan, vide kafe-a nan vè-a epi vide lèt-la nan asyèt-la.
Kawòl, pran dlo, vide li sou tèt Jan epi ri.

Please remember that these novelty items are just samples. By now the possibilities of amusing and sometimes impossible commands are endless. Please do not limit yourselves to those included in the text.

Listening/Reading Activity - SA MOUN MANJE AN AYITI

Ayiti se yon peyi kote moun travay tè anpil. Prensipal bagay ke yo plante an ayiti se kafe, kakao ak sik. Bagay sa-yo, yo vann yo tou ak lòt peyi.

An ayiti peyizan-an plante legim tankou pwa, kawòt, berejènn; li plante sereyal tankou diri, mayi, pitimi; li plante viv tankou patat, bannann, yanm. Bagay sa-yo peyizan-an plante se pou l al vann nan mache pou moun manje.

Manje prensipal pèp ayisyen-an se mayi moulen epi viv. Mayi moulen rele "fòkseli" paske se sèl bagay peyizan vrèman kapab bay tèt li. Peyizan manje on sèl fwa pa jou: Lèswa, lè li fin travay li manje mayi moulen li. Lèmaten anvan l al travay li pa manje, li bwè sèlman yon ti kafe.

Moun ki rete lavil ki gen lajan manje twa fwa pa jou, epi yo manje lòt bagay tankou diri vyann epi pwason. Men pi fò moun an Ayiti manje mayi moulen.

Chapit 7

Reentry Material

Anita al sou tab-la epi vide dlo nan vè-a.
*Anita pral sou tab-la epi l ap vide dlo nan vè-a.

Toma, pran kiyè-a epi mete li sou tèt Mari.
*Toma ap pran kiyè-a epi l ap mete li sou tèt Mari.

Jak, bwè lèt-la.
*Jak ap bwè lèt-la.

Pyè, mache rive sou pwofesè-a epi rale cheve li.
*Pyè ap mache rive sou pwofesè-a epi l ap rale cheve li.

Basic Material I

Leve bra ou.
Leve men ou.
Leve liv ou epi mete kreyon ou anba l.
Leve bra Lwi.

Al chèche plim Mari-a.
Kenbe plim Mari-a.
Al chèche yon liv ble.
Kenbe liv-la.
Al chèche lakre blan-an.
Kenbe lakre-a.
Kenbe men pwofesè-a.

Konte twa kreyon.
Konte senk etidyan.
Konte kat etidyan epi manyen chak sou tèt.
Konte de liv epi bay Mak liv-yo.

Mache vit rive sou pòt-la epi louvri l.
Kouri vit sou tab-la epi pran kreyon-an.
Kouri vit tout otou chèz ou.
Mache dousman rive sou fenèt-la.
Frape nen Anita dousman.

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Novelty

Mari, konte sis kreyon epi kenbe-yo nan men dwat ou.
Toma al chèche sis kreyon Mari-yo epi mete yo sou tèt pwofesè-a.
Kawòl, kouri vit tout otou klas-la, chita atè-a devan tablo-a epi rele.
Jak, mache rive sou pòt-la, leve men dwat ou, etenn limyè-a epi frape tout moun sou tèt dousman.

Basic Material II

Lave men ou.
Lave figi ou.
Lave asyèt-la ak savon-an.

Siye men ou ak sèvyèt-la.
Siye figi ou ak sèvyèt-la.
Lave tas-la epi siye l ak sèvyèt-la.

Penyen cheve ou.
Penyen cheve Dolorès.
Penyen cheve pwofesè-a.

Al chèche pat dantifris-la.
Mete pat sou bwòs a dan ou.
Bwose dan ou.

Bwose pantalon ou.
Bwose tèt ou.
Al chèche savon-an.
Lave men ou ak savon-an.

Novelty

Dolorès, al sou tab-la, pran tas-la, lave l ak savon-an, siye l epi mete l dousman sou pye gòch Mak.
Gabi, pran bwòs a dan nan men dwat ou, mache rive sou Toma, louvri bouch li epi bwose dan l.
Lwi, al chèche pat dantifris-la, mache rive sou tablo-a epi ekri non pwofesè-a sou tablo-a ak pat-la.
Ivòn, kouri vit tout otou tab la, rete. Pran chadèk-la epi kenbe li nan men gòch ou. Pran bwòs-la nan men dwat ou epi bwose chadèk-la. Pa mete pat dantifris sou bwòs-la.

Chapit 8

Reentry Material

Mete men ou devan je ou.
Mete men ou dèyè tèt ou.
Al sou tab-la, pran banann-nan epi depoze l anba tab-la.
Jak ak Lwi, al kanpe dèyè pòt-la.
Pran mango-a epi mete l nan mitan zoranj-la ak melon-an.
Menyen zepòl dwat ou.
Al chèche kouto-a epi bay Mari kouto-a.

Basic Material I

The following segment does not consist of commands but rather your asking "where" questions and students pointing to the location of the object. If some students wish to answer the questions orally, that is definitely acceptable behavior but it should not be forced. Before starting this segment it is a good idea to have placed objects in various locations throughout the room.

*Ki kote kreyon-an ye? (Students point to the pencil, etc...)
(Kreyon-an sou tab-la or Li sou tab-la)
*Ki kote sèvyèt-la ye?
(Li anba tab-la)
*Ki kote liv Kawòl-la ye?
(Li dèyè chèz ou)
*Ki kote soulye pwofesè-a ye?
(Li devan pòt-la)
*Ki kote Mari ye?
(Li agòch Anita)
*Ki kote Jan ye?
(Li nan mitan Pyè ak Dolorès)
*Ki kote plim Toma-a ye?
(Li anba men dwat li)
*Ki kote cheve m ye?
(Yo sou tèt ou)

Novelty

Jan kache kreyon ou.
Anita, al chèche kreyon Jan-an. Ki kote li ye?

Lwi, fèmen je-ou.
Kawòl, kache plim Lwi-a anba liv pwofesè-a.
Lwi, louvri je ou epi al chèche plim ou. Ki kote li ye?

Tout moun, fèmen je nou.
Mari, al kache fouchèt-la.
Tout moun, louvri je nou epi al chèche fouchèt-la. Ki kote li ye?

Basic Material II

Fèmen je ou epi dòmi.
Mak, lè mwen konte rive nan dis, fèmen je ou epi dòmi.
*Mak ap dòmi.
Pa reveye l.
Reveye l.

Fèmen je ou, dòmi epi wonfle.
Anita, mete tèt ou sou tab-la, fèmen je ou, dòmi epi wonfle.
*Anita ap wonfle.
Anita, louvri je ou, leve epi rele.

Toma, fèmen je ou, dòmi epi wonfle.
*Toma ap dòmi. L ap wonfle tou.
Mari, mache rive sou Toma, souke l, reveye l.
Toma, pa dòmi, leve epi lave figi ou.

Penchen bra ou.
Penchen nen ou.
Penchen pwofesè-a nan bra l.
Penchen Lwi nan zorèy li.

Novelty

Dolorès, al chita sou jenou Jak. Mete tèt ou sou zepòl li, fèmen je ou, dòmi epi wonfle.

Jak, rale cheve Dolorès epi reveye l.

Dolorès, rele, frape Jak dousman nan figi l, kanpe epi kouri vit sou chèz ou.

Listening/Reading Activity - DISTRIBISYON POPILASYON-AN

Ayiti se yon peyi ki pòv anpil, se yon peyi ki sou devlope. Paske peyi-a sou devlope, Pòtoprens kapital-la, se sèl vil vrèman kote gen aktivite. Gen de twa izin epi de twa faktori kap fè vil-la mache. Men nan lòt vil-yo tankou Jakmèl, Okay oswa Okap ke yo rele pwovens pa gen anpil biznis Anpil moun pwovens oblije vin Pòtoprens pou yo eseye jwenn travay.

Mas popilasyon ayisyèn-lan pa rete Potòprens, li pa rete nan pwovens non plis. Li rete nan kanpay, nan mòn ki tou otou vil-yo. Li rete an deyò. Moun an deyò se moun ki pòv anpil, se peyizan-yo. Se moun ki pa kapab manje twa fwa pa jou; se moun ki pa kapab voye pitit-yo lekòl. Se moun k ap trimen anpil.

Chapit 9

Reentry Material

Tout moun dòmi epi wonfle.
Reveye, kanpe epi al nan twalèt.
Lave figi nou epi bwose dan nou.
Penyen cheve nou.
*Ki kote tout moun ye?
Yo nan twalèt-la.

Basic Material I

*Jan wo.
*Mari kout.
Jan, al kanpe kote yon fi ki wo.
Mari, al chita kote yon gason ki kout epi mete men ou sou tèt li.

*Mwen kontan.
*Mwen chagren.
Penchen elèv ki chagren-an.
Kwoke elèv ki kontan-an.
Penchen elèv ki agòch ou-a.
Kwoke elèv ki adwat ou-a.

Lave men ou.
*Men ou mouye.
Siye men ou.
*Men ou sèk kounyea.
Mak, vide dlo sou tab-la.
*Tab-la mouye.
Dolorès, al siye tab-la.
*Kounyea, tab-la sèk.

Novelty

Anita, fèmen je ou, kanpe, mache dousman rive sou tablo-a, chita atè-a, dòmi epi wonfle.
Jak, al nan twalèt-la, mete dlo nan vè-a, kouri vit rive sou Anita epi vide dlo sou tèt Anita.
*Anita reveye. Tèt li mouye. Li pa kontan.
Kawòl, mache rive sou tab-la, pran sèvyèt-la epi siye cheve Anita.

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Basic Material II

Pran liv-la.
Jete liv-la atè-a.
Pran kreyon-an.
Jete kreyon-an atè-a.

Ivòn, pran boul-la.
Voye boul-la sou Mari.
Mari, atrap boul Ivòn ap voye sou ou-a.

Anita pran kreyon wouj-la ak kreyon jòn-lan.
Jete kreyon wouj-la.
Voye kreyon jòn-lan.

Frape Dolorès.
Dolorès, kriye.
Toma, lè pwofesè-a penchen ou nan men ou, kriye
*Pwofesè-a move.

Novelty

Jan, kouri tout otou klas-la epi penchen bra gòch tout moun-yo. Tout moun, kriye.
Lwi, lè Kawòl voye boul vèt-la sou ou atrap li. Mache rive sou fenèt-la, louvri l epi voye boul-la deyò. Ou menm move.
Mari, al chita kote pwofesè-a. L ap dòmi. Souke l dousman epi penchen figi l. Lè li reveye, kouri vit sou chèz ou.

Chapit 10

Reentry Material

The following is done with number flashcards.

Mete nimewo douz kote nimewo trèz.
Mete nimewo kenz devan nimewo kat.
Mete nimewo disèt dèyè nimewo katòz.
Mete nimewo twa adwat nimewo dis.
Etc....

Tout moun, pran plim nou epi ekri nimewo - yo lè mwen di yo: 4, 9, 10, 16, 19, 20, 30, 42, 50, 18, etc.

Basic Material I

The following segment introduces the question element "konbyen." Students may answer the questions orally or may show the answer using their fingers or writing the number on a piece of paper. Before starting this segment, place different numbers of items in various locations throughout the room.

*Konbyen men ou genyen? De.
*Konbyen dwèt ou genyen? Dis.
*Konbyen pye ou genyen? De.

*Konbyen liv genyen sou tab-la?
*Konbyen kreyon genyen sou liv pwofesè-a?
*Konbyen elèv genyen nan klas-la?

*Konbyen zoranj genyen anba chèz Mari-a?
*Konbyen plim genyen nan tas-la?
*Konbyen fenèt genyen nan klas-la?

Novelty

Dolorès, mache tout otou klas-la epi pran plim chak elèv-yo.
Mak, konbyen plim Dolorès genyen?

Toma, mete liv ou sou tèt pwofesè-a.
Anita, konbyen liv genyen sou tèt pwofesè-a?

Tout moun, mete kreyon nou devan chèz nou.
Jak, kanpe epi konte konbyen kreyon genyen devan chèz elèv-yo.

Basic Material 1I

Mete chemiz-la.
Boutonnen chemiz-la.
Deboutonnen chemiz-la.
Wete chemiz-la.

Mete jip-la.
Zipe jip-la.
Dezipe jip-la.
Wete jip-la.

Mete kòsaj ou.
Wete soulye dwat ou.
Dezipe pantalon ou.
Wete pantalon ou.
Deboutonnen wòb ou.
Deboutonnen chemiz ou.

Al nan mache-a.
Eseye kòsaj-la.
Eseye jip-la.
Eseye wòb ble-a.

Novelty

Ivòn, deboutonnen chemiz ou, wete l epi depoze l atè-a devan tablo-a.
Mari, wete soulye gòch ou epi voye l sou tab pwofesè-a.
Jan, pran chemiz ki sou tab-la. Mache rive sou Toma epi ba li chemiz-la.
Toma, eseye chemiz-la, boutonnen li epi kouri devan klas la. Rete, deboutonnen chemiz-la, mete li sou chèz Anita-a epi dezipe pantalon ou. Tout moun rele.

Listening/Reading Activity - KANAVAL

Nan kilti ayisyèn-lan Kanaval se yon bagay ki enpòtan anpil. Tou patou nan peyi-a, pèp ayisyen-an selebre kanaval nan mwa fevriye.

Kanaval dire twa jou. Li komanse dimanch, li fini madi. Twa jou sa-yo rele Madi Gra.

Madi Gra se yon okasyon fèt ak banbòch. Moun-yo degise epi yo danse nan tout lari. Lè Madi Gra genyen djaz ak okès ki defile nan lari. Yo jwe misik cho anpil pou moun kapab danse. Devan oswa deyè chak okès, genyen yon cha. Sou chak cha genyen yon rèn byen abiye k ap salye foul-la epi k ap voye sirèt pou moun-yo. Toujou genyen yon foul moun k ap suiv okès ak cha yo, k ap bwè tout kalite tafya tankou kleren ak ronm. Yo fòme bann Madi Gra. Nan bann Madi Gra moun fè sa yo vle, yo defoule tèt yo.

Vocabulary List II

This second list of words includes all new items introduced in lessons 6-10. First read them out loud and then ask students to do so in order to reinforce sound-symbol association. Practice role reversal by asking students to select any three words and use them in commands for other students to act out. The latter can be done more efficiently if you divide the class in groups of 3 or 4.

I. Vèb (verbs)

manje	eat	lave	wash
bwè	drink	(al) chèche	look for
leve	raise, get up	kenbe	hold
reveye	get up	penyen	comb
konte	count	bwose	brush
domi	sleep	wete	take off
wonfle	snore	boutonnen	button
souke	shake	deboutonnen	unbutton
penchen	pinch	zipe	zip up
jete	drop	dezipe	unzip
atrap	catch	kwoke	hug
kriye	cry	vide	pour
souri/ri	smile	siye	dry
eseye	try on	genyen	have
mete	put on		

II. Bagay ki nan kuizin-nan (kitchen items)

kiyè	spoon	tas	cup
fouchèt	fork	vè	glass
kouto	knife	asyèt	plate

III. Manje (food)

dlo	water	mango	mango
lèt	milk	chadèk	grapefruit
ji	juice	mandarin	tangarine
kafe	coffee	melon	watermelon
zoranj	orange	bannann	plantain

IV. Pati nan kò n (parts of the body)

zepòl	shoulder	cheve	hair
jenou	knee	ponyèt	wrist
pye	foot	dan	tooth

V. Nimewo (numbers)

onz	eleven	sèz	sixteen
douz	twelve	disèt	seventeen
trèz	thirteen	dizuit	eighteen
katòz	fourteen	diznèf	nineteen
kenz	fifteen	ven	twenty

VI. Bagay ki nan sal de ben (bathroom items)

pat dantifris	toothpaste	savon	soap
bwòs a dan	toothbrush	sèvyèt	towel

VII. Adjektif (adjectives)

mouye	wet	chagren	sad
sèk	dry	wo	tall
kontan	happy	kout	short

VIII. Lòt mo itil (other useful words)

mont	watch (noun)	konbyen	how much, how many
chak	each		

Chapit 11

Reentry Material

Pran zoranj-la nan men gòch ou epi depoze l sou janm dwat Jozèf.

Al chèche kouto-a mache rive sou fenèt-la epi frape fenèt-la dousman ak kouto-a.

Al sou tab-la, vide dlo nan vè-a mache rive sou fenèt-la epi voye dlo-a deyò.

Basic Material I

Lwi, kanpe epi kouri tout otou klas-la.

*Ki sa Lwi ap fè?

*L ap kouri tout otou klas-la.

Mari, kenbe liv ble-a nan men dwat ou.

*Ki sa Mari genyen nan men dwat li.

*Li genyen yon liv ble.

Jak, frape nen pwofesè-a dousman.

*Ki sa Jak ap fè?

*L ap frape nen pwofesè-a.

Kawòl, manje mango-a.

*Ki sa ou ap fè?

*M ap manje mango-a.

*Ki sa Kawòl ap fè?

*L ap mange mango-a.

Jan, chita kote Dolorès.

*Ki moun ki chita kote Dolorès?

*Se Jan ki chita kote Dolorès.

Mak, deboutonnen chemiz ou.

*Ki moun k ap deboutennen chemiz li?

*Se Mak k ap deboutonnen chemiz li.

Jozèf, louvri fenèt-la.

*Ki moun k ap louvri fenèt-la?

*Se Jozèf k ap louvri fenèt-la.

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Novelty

Lwi, mache rive sou tablo-a, pran lakre-a, chita atè-a epi ekri nimewo telefòn ou atè-a.

*Ki moun k ap mache rive sou tablo-a?
Lwi.

*Ki sa Lwi ap pran?
Lakre-a.

*Ki kote Lwi ap ekri?
Atè-a.

*Ki sa Lwi ap ekri?
Nimewo telefòn li.

Ani rale cheve Karin, deboutonnen kosaj li, wete soulye l epi pran soulye-yo, al mete-yo anba chèz pwofesè-a.

*Ki moun k ap rale cheve Karin.
Ani.

*Ki sa Ani ap deboutonnen.
Kòsay Karin-lan.

*Ki sa Ani ap wete?
Soulye Karin-yo.

*Ki kote Ani ap mete soulye-yo?
Anba chèz pwofesè-a.

Basic Material II

Ekri non ou.
Ekri prenon ou.
Ekri siyati ou.
*Ki prenon ou?
*Ki siyati ou?
*Ki jan ou rele?
*M rele _____.

Ivòn, al sou tablo-a.

Ekri prenon ou.

Ekri siyati ou.

*Anita, ki prenon li?

*Ki siyati li?

*Ki jan li rele?

*Li rele _____.

*Ki jan rele pwofesè nou?

*Li rele _____.

*Ki jan rele moun ki agòch ou?

*Li rele _____.

Novelty

Mari, al chita kote Ani Lafayèt, pran plim li ekri prenon li nan liv le. Kanpe, montre klas-la bagay ou ekri nan liv li.

*Ki prenon moun ki chita kote Mari-a.

Ani.

*Ki siyati moun ki chita kote Mari-a.

Lafayèt.

*Ki Jan rele fi ki chita kote Mari-a.

Ani Lafayèt

*Ki sa Mari ap pran?

Plim Ani-a.

*Ki sa Mari ap ekri?

Prenon Ani-a.

*Ki kote Mari ap ekri?

Nan liv Ani-a.

*Ki moun Mari ap montre bagay li ekri nan liv-la?

Klas-la.

Mak, manyen zorèy madanm ki kanpe deyè chèz Dolorès-la, penche zorèy madanm-nan, mete men-ou tout otou zepòl-li, mete tèt ou sou janm li, epi domi.

*Ki sa Mak manyen.
Zorèy madanm-nan.

*Ki kote madanm-nan kanpe?
Deyè chèz Dolorès-la.

*Ki kote Mak ap mete men li.
Tout otou zepòl madanm-nan.

*Ki sa Mak mete sou janm madanm-nan?
Tèt li.

*Ki sa Mak ap fè sou janm madanm-nan.
L ap domi.

*Ki jan madanm-nan rele.
Anita Jozèf.

Chapit 12

Reentry Material

Al kanpe kote Jozèf. Pran men dwat ou epi manyen zepòl dwat Jozèf.
Pran men gòch ou epi manyen zorèy dwat Jozèf-la.
Tout moun, kanpe. Manyen ponyèt gòch nou epi pran mont nou. Bay pwofesè-a mont nou. Al chita, mete men dwat nou sou tèt nou epi ri.
Pran liv ou, jete li atè-a, kriye. Souri lè pwofesè-a pran liv ou epi lè li depoze liv-la sou tab-la.

Basic Material 1

Kawòl, mache rive sou Anita epi penche nen li.
*Nen ki moun Kawòl ap penche? Nen Anita.

Dolorès, pran liv Jak-la epi voye l atè-a.
*Liv ki moun Dolorès ap voye atè-a? Liv jak-la.

Li jounal-la.
Li liv ou.
Li sa pwofesè-a ekri sou tablo-a.

Gade foto Ayiti nan liv ou.
Gade tout otou klas-la.
Gade deyò.

Jan, mande pwofesè-a ki jan li rele.
*Msye, ki jan ou rele?
*M rele _____.

Jozèf, mande madanm ki agòch ou-a ki jan li rele.
*Madanm, ki jan ou rele?
*M rele _____.

Lwi, mande Ivòn ki kote plim li ye.
*Ivòn, ki kote plim ou ye?
*Li anba chèz mwen.

Novelty

Terèz, pran liv mawon ou-a, louvri li epi chèche foto yon madanm nan liv-la. Montre pwofesè-a foto-a epi li sa ki ekri anba foto-a.

Toma, mande moun ki adwat ou-a ki jan li rele. Al sou tablo-a epi ekri non li sou tablo-a. Ekri siyati l sèlman.

Anita, gade tout otou klas-la epi chèche tout moun ki genyen je ble-yo. Kwoke fi ki genyen je ble-yo epi frape gasòn ki genyen je ble-yo.

Basic Material II

The following segment introduces the days of the week. In order to do this you need a set of numbered flashcards, each having one day and number and beginning with Sunday as the first day. This material also includes for the first time the past marker "te" but it is only used incidentally here.

*Jodia se lendi. Se dezyèm jou semèn-nan.

*Yè te dimanch. Dimanch, tout moun al legliz.

Mak, pran lendi nan pil-la epi bay Jan li.

Jak, pran dimanch nan pil-la epi mete li nan men Anita.

*Anita, ki jou ou ap kenbe?

*M ap kenbe dimanch.

*Ivòn, ki jou jodia ye?

*Se lendi.

Ivòn, montre klas-la ki jou jodia ye.

*Demen se madi.

Jozèf, kouri sou tab-la, pran madi nan pil-la epi al bay Kawòl li.

*Kawòl, ki jou demen ye?

*Demen se madi.

*Jak, ki sa ki premye jou nan semèn-nan?

*Dimanch se premye jou nan semèn-nan.

*Mari, ki sa ki twazyèm jou nan semèn-nan?

*Madi se twazyèm jou nan semen-nan.

Toma, sote rive sou tab-la epi pran mèkredi nan pil-la.

*Toma, ki sa ki katriyèm jou nan semèn-nan?

*Mèkredi se katriyèm jou nan semèn-nan.

*Apre Mèkredi se jedi.

*Jodia se jedi.

*Ki jou jodia ye?

*Jodia se jedi.

*Si jodia se jedi, ki jou demen ye?

*Demen se vandredi.

Dolorès, al pran vandredi nan pil-la epi bay Jan li.

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*Apre vandredi se samdi

*Samdi se dènye jou nan semèn-nan.

Lwi, mache rive sou tab-la, pran samdi nan pil-la epi montre tout moun li.

Novelty

Lisa, al prale dezyèm ak twazyèm jou nan semèn-nan, mete dezyèm jou nan semèn-nan sou tèt Mari epi mete twazyèm jou nan semèn-nan dèyè chèz pwofesè-a.

Mak, konte jou nan semèn-nan. Konbyen jou ki genyen nan yon semèn? (Sèt)

Anita, al sou tab-la, mete mèkredi kote lendi, pran vandredi epi mete li anba dimanch. Kounyea, pran samdi epi voye li atè-a.

Listening/Reading Activity - LEKÒL

Lekòl an Ayiti divize an de etap prensipal. Genyen etap primè-a, ti moun-yo kòmanse lekòl primè lè yo gen sizan; epi genyen etap segondè-a. Elèv-yo pase setan nan lekòl primè, apre sa, yo pase ankò setan nan lekòl segondè.

Nan denyè ane lekòl segondè, genyen on egzamen nasyonal pou elèv-yo pran. Se egzamen bakaloreya. Si on elèv pa pase nan bakaloreya, li p ap kapab ale nan inivèsite.

Lekòl an Ayiti konsantre lavil: An deyò gen kèk lekòl primè leta. Men le pli souvan yo pa janm genyen tout sè. ane etap primè-a. Pa gen lekòl segondè. Moun an deyò pa gen lajan pou voye pitit-yo lekòl lavil. Alò laplipa ti moun an deyò pa konn li ak ekri.

Nan vil-yo genyen lekòl prive ak lekòl leta. Pami lekòl prive-yo genyen lekòl katolik-yo. Enstriksyon an Ayiti kontwole pa Ministè Edikasyon Nasyonal nan Pòtoprens. Se Pòtoprens ki gen pi plis ak pi bon lekòl-yo. Pa egzanp nan kèk vil pwovens pa gen lekòl segondè katolik. Elèv-yo al nan lekòl segondè leta yo rele "lise." Enstriksyon nan lise-yo pa bon tankou nan lekòl prive-yo.

Chapit 13

Reentry Material

Tout moun, gade tablo-a.
*Ki sa n ap fè?
*N ap gade tablo-a.

Mak, kwoke Kawòl.
*Ki sa Mak ap fè?
*L ap kwoke Kawòl.

Jan, danse tout otou tab-la.
*Ki sa Jan ap fè?
*L ap danse tout otou tab-la.

Ivòn, Terèz, Jak, sote devan fenèt-la.
*Ki sa Ivòn, Terèz ak Jak ap fè?
*Y ap sote devan fenèt-la.

Basic Material I

The following section introduces relative clauses. It is important to note that in Creole a relative pronoun is generally used only when it acts as subject of the relative clause. That pronoun is (ki) before a consonnant and (k) before a vowel.

Fi-yo, al kanpe devan tablo-a.
Jan, al kanpe dèyè fi ki pi wo-a.

Gason-yo, kanpe dèyè tab-la.
Dolorès, al kwoke gason ki pi kout-la.

Toma, kanpe devan tab-la.
Jak, kanpe devan tablo-a.
Mari, manyen gason-an k ap kanpe devan tablo-a.

Anita, sote.
Kawòl, danse.
Lwi, manyen fi k ap sote-a.

No relative pronoun is used for direct object. Compare.

Mari, siye tab-la.
*Mari siye tab-la.
*Anita manyen tab-la. (Mari siye tab-la.)
*Anita manyen tab Mari siye-a.
(Anita touched the table that Mary wiped.)
(Anita touched the table Mary wiped.)

In English we may use the relatives pronouns that, who(m), which or no relative pronoun in similar cases.

Novelty

Tout moun, kanpe devan chèz nou, manyen moun ki agòch nou-a epi frape moun ki adwat nou-a sou nen li.

Anita, pran lakre vèt-la epi ekri non ou sou tablo-a.
Mari, kouri vit epi penchen moun k ap ekri sou tablo-a.

Kawòl, pran kouto-a epi koupe men dwat ou.
Mak, kenbe men Kawòl ap koupe-a.

Basic Material II

Kanpe, danse rive sou chèz pwofesè-a, pran liv ble-a ki sou chèz-la epi boy pwofesè-a liv sa-a.
Al chèche kreyon wouj-la ki sou tab-la epi voye kreyon sa-a atè-a.
Pran plim vèt-la epi mete plim sa-a sou tèt Toma.
Sote rive sou tab-la, pran liv kreyòl-la epi liv franse-a, bay Jozèf de liv sa-yo.
Pran yon kreyon, yon plim epi yon liv; mache rive sou fenèt-la epi depoze bagay sa-yo devan fenèt-la.
Chwazi twa fi ki gen cheve long epi al kanpe dèyè fi sa-yo.

Novelty

Mak, pran men Anita, men Kawòl, men Mari epi vide dlo sou men medàm sa-yo.
Dolorès, al chèche yon jip, yon kosaj, yon pè ba epi eseye rad sa-yo.
Jan, achte yon chemiz, yon pantalon epi yon kravat. Mete kravat sa-a nan sak ou epi eseye chemiz sa-a.

Chapit 14

Reentry Material

Anita, mache rive sou Ivon.
Wete soulye l.
Kounyea eseye soulye-yo.

Toma, leve bra ou.
Mete yo sou tèt ou.

Jak, deboutonnen chemiz-ou.
Mari, al boutonnen chemiz Jak-la.

Lwi, al chita kote madamn ki gen kosaj jòn-lan, mete bra-ou tou otou zepòl li.
Kawòl, pran kosaj-yo, montre tout moun kòsaj-yo.

Basic Material I

*Kawòl ap travay nan magazen.
Kawòl, vann kòsaj-yo.
*Kawòl ap vann kòsaj-yo.

Mari, gade kòsaj-yo.
Gade kòsaj blan-an.

Anita, al chwazi kosaj ble-a.
Chwazi on jip wouj.

Lwi gade pantalon nwa-a.
Eseye pantalon-an.
Achte pantalon-an.

Kounyea, Lwi peye pantalon-an.
Bay madanm-lan lajan-an.

Anita chwazi wòb woz-la.
Eseye wòb-la.

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Jak, gade soulye-yo.
Eseye-yo.
Achte yo.
Peye yo.

Novelty

Dolorès, mache rive sou tab-la, manyen wòb-yo epi chwazi wòb blan-an.

Ani, al kanpe kote Dolorès, pran kosaj blan-an nan men li.
Wete mayo-ou, eseye kòsaj-la, epi achte li.

Jan al sou tab-la, chwazi twa zoranj, al bay Gabi zoranj-yo, epi peye l.

Basic Material II

Al nan mache
Al achte manje:

The following segment is a list of different food items placed in categories.

fri	legim	vyann	sereyal
fig	pòmdetè	poul	diri
zoranj	pwa	biftèk	mayi
chadèk	kawòt	(bèf)	pitimi
melon	leti	griyo	
kowòsòl	zaboka	(kochon)	
mandarin	tomat	kabrit	
zabriko	berejèn		
sitron			

zepis	viv	pwason	lot bagày
sèl	bannann	aransò	kafe
pwav	patat	lanmori	zè
luil	yanm	krab	lèt
vinèg		lanbi	sik
piman		kribich	
lay		sadin	
pèsi			
zonyon			

Novelty

Mari, al nan mache, chwazi twa zoranj, gade yo byen, achte yo, epi peye madanm-nan.

Anita, al sou tab-la gade tomat yo, konte de tomat byen wouj, mete yo sou tèt ou, mache rive sou Jak, epi ba l tomat yo.

Kawòl al nan mache, achte zepis, achte yon ti lay, yon ti piman epi yon ti pwav.

Ivòn, pran luil-la ak vinèg-la epi vide yo sou leti-a.

Kounyea manje leti-a.

Jak, mete vyann kochon-an nan asyèt ou, mete twa pòmdetè kote vyann-nan, pran asyèt manje-a, mache rive sou Nikòl epi ba l manje-a.

Listening/Reading Activity - MACHE

Mache an Ayiti se kote tout machann epi tout peyizan-yo vini pou yo vann tout bagay-yo.

Nan mache, moun jwenn tout kalite bagay pou manje: legim, fri, diri, vyann, viv etc... Nan mache genyen bèt vivan tou, tankou poul, kabrit, kochon. Apa manje, yo vann nan mache diferan kalite lòt bagay tankou rad, chapo pay; yo vann chodyè, kaswòl, ak tout kalite bagay moun bezwen nan kay.

Mache an Ayiti toujou plen moun paske nan mache bagay-yo koute pi bon mache pase nan magazen. Lè moun al nan mache, fòk yo machande ak machann-yo pou yo jwenn bagay-yo pou yon pi bon pri.

Lavil gen mache tou lè jou. An deyò nan ti bouk-yo, gen mache an jeneral de jou pa semèn.

Chapit 15

Reentry Material

Mete men ou nan panyen-an, epi pran sis ze.
Mache rive kote machann fri-a epi chwazi kat chadèk, twa zoranj, ak sis ti sitron vèt.
Al eseye pantalon mawon-an, dezipe-l, wete l epi al depoze l anba chèz-la.

Basic Material I

Jozèf, gade chemiz-yo.
Pran yon chemiz ble manch long.
Al eseye chemiz-la.

*Chemiz sa-a two gran pou ou.
Al chwazi yon lòt.
Eseye-li.

*Chemiz sa-a two piti pou ou.
Chwazi yon lòt chemiz, eseye li.

*Chemiz sa-a bon pou ou.
Kounyea, Jozèf, achte yon pantalon ak yon vès ki ale ak chemiz-la.
Achte pantalon gri-a ak vès gri-a.
*Yo ale ak chemiz la.

Pran yon kravat ble e blan.
Mete kravat-la nan kou-ou.
*Kravat-la fè ou byen, l ale ak vès-la.

Kawòl, al chwazi yon wòb.
Chèche yon sayz ki bon pou ou.
*Sayz douz-la bon pou ou.

Chwazi yon valiz ki ale ak wòb-la.
Achte wòb-la al valiz-la.

Novelty

Jan, al nan magazen, gade chemiz manch kout-yo, chwazi youn ki bon pou ou, eseye l epi peye msye-a.

Lwi, deboutonnen chemiz Jak-la, wete l sou li.

Pran mayo ble-a, mete l sou li, epi mete mayo-a nan pantalon-an.

Basic Material II

Mete kalson-ou.

Mete chemizèt ou.

Mete chosèt-ou.

Mete kilòt ou.

Mete soutyen ou.

Mete ba ou.

Ede Mari mete ba l.

Mete chapo-ou nan tèt ou.

Pran kilòt blan-an.

Mete l sou ou.

Novelty

Jak al nan magazen, chwazi yon pè chosèt ak yon pè soulye.

Mete chosèt-yo ak soulye-yo nan pye ou.

Kounyea mache nan mitan magazen-an, leve pye dwat ou, montre tout moun bèl soulye ak bèl chosèt ou.

Mari, al gade chapo-yo, pran chapo jòn-lan, mete l nan tèt ou, mache rive sou Ivòn, wete chapo-a, mete l nan tèt Ivòn.

Dolorès, al chèche ba-ou ak soutyen ou, mete yo sou chèz-la.

Anita ede Dolorès mete ba l epi boutonnen soutyen l.

Activity

At this point, students who feel confident enough may engage in role playing activities. Before starting this activity, the class could be converted into a store where different items of clothing would be displayed.

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Vocabulary List III

I. Ki jan yo fè kesyon (How to ask questions)

eske	(question word for yes/no questions)		
ki sa	what	ki kote	where
ki moun	who	ki jan ou rele	what is your name
konbyen	how many/how much	ki jan/kouman	how

II. Jou nan semèn-nan (days of the week)

jou	day	lendi	Monday
jodia	today	madi	Tuesday
yè	yesterday	mèkredi	Wednesday
demen	tomorrow	jedi	Thursday
semèn	week	vandredi	Friday
dimanch	Sunday	samdi	Saturday

III. Nimewo òdinal-yo (ordinal numbers)

premye	first	sisyèm	sixth
dezyèm	second	setyèm	seventh
twazyèm	third	uityèm	eighth
katriyèm	fourth	nevyèm	ninth
senkyèm	fifth	disyèm	tenth

IV. Rad (clothing)

kalson	man's briefs	ba	stockings
chemizèt	undershirt	chapo	hat
chosèt	socks	manch	sleeve
kilot	panties	sayz	size
soutyen	bra	machann	market saleslady

V. Vèb (verbs)

kriye	cry	gade	look at
souri	laugh	chwazi	choose
mande	ask	eseye	try on
kenbe	hold	achte	buy
konte	count	peye	pay
li	read	ede	help
vann	sell		

VI. Manje (food)

Fri (fruits)

fig	banana
zoranj	orange
chadèk	grapefruit
melon	watermelon
kowòsòl	soursap
mandarin	tangerine
zabriko	
sitwon	lime, lemon

Legim (vegetables)

pòmdetè	potato
pwa	beans
kawòt	carrot
leti	lettuce
zaboka	avocado
tomat	tomato
berejenn	eggplant

Zepis (spices)

sèl	salt
pwav	pepper
luil	oil
vinèg	vinegar
piman	hot pepper
lay	garlic
pèsi	parsley
zonyon	onion

Vyann (meat)

poul	chicken
biftèk	beefsteak
bèf	beef
griyo	fried pork
kochon	pork
kabrit	goat meat

Sereyal (cereal)

diri	rice
mayi	corn
pitimi	millet

Viv (starchy vegetables)

bannann	plantain
patat	sweet potato
yanm	yam

Pwason (fish)

aransò	herring
lanmori	codfish
krab	crab
lanbi	conch
kribich	shrimp
sadin	sardine

Lòt bagay (other foods)

kafe	coffee
ze	egg
lèt	milk
sik	sugar

VII. Lòt mo itil (other useful words)

telefòn	telephone
prenon	first name
siyati	family name
bagay	thing
jounal	newspaper
foto	photograph
pil	pile
magazen	store
panyen	basket
pi	more
sa-a	this
sa-yo	these

Chapit 16

Reentry Material

Mak, pran uit kouto nan panyen-an epi mete yo sou tab-la.
Kawòl, al chwazi yon valiz nwa ak yon chapo k ale ak valiz-la.
Anita, kouche atè-a mete men ou dèyè tèt ou.
Jan, vide dlo nan vè-a, mache rive sou Anita epi vide dlo sou je l.
Pòl, pran sèvyèt-la, al siye je Anita epi ede l kanpe.

Basic Material I

The following segment is a review of the Ki (wh) questions. Students who volunteer provide whatever answer they think is appropriate to the question asked.

*Ki kote Mari chita?
(Mari chita kote Jak/Mari chita deyè Anita/Mari chita devan Mak)

*Ki moun ki chita kote Jak?
(Kawòl chita kote Jak/Kawòl chita kote l)

*Ki sa ou ap fè dimanch?
(Dimanch m pral legliz/Dimanch m ap etidye.

*Ki vyann ou renmen?
(m renmen griyo/m renmen poul)

*Konbyen chèz genyen nan klas-la?
(Genyen dis chèz nan klas-la.)

*Konbyen elèv genyen nan klas-la?
(Genyen uit elèv nan klas-la.)

Novelty

Jak, pouse tout chèz ki genyen nan klas-la sou tablo-a, lè ou fini, wete chemiz ou, wete soulye ou, kouche nan mitan klas-la, epi rele.

*Lamèsi, ki kote Jak kouche?
(Li kouche nan mitan klas-la.)

*Karin, ki sa Jak ap fè?
(L ap rele.)

*Dolorès, louvri sak ou, pran lajan-an epi al bay msye, ki gen chemiz manch kout la, lajan-an.

*Ani, ki moun Dolorès ap bay lajan-an?
(L ap bay msye ki gen chemiz manch kout-la lajan-an.)

Basic Material II

Basic Material II like Basic Material I does not consist of commands. It is a review of yes/no questions with the question word eske.

*Eske ou ap domi?
(Wi, m ap domi/non, mwen p ap domi)

*Eske Mari chita kote Jak?
(Wi, Mari chita kote Jak/non, Mari pa chita kote Jak)

*Eske Ivòn ap louvri pòt-la?
(Wi, Ivòn ap louvri pòt-la/non, Ivòn p ap louvri pòt-la)

*Eske Ivòn ap fèmen pòt-la?
(Wi, Ivòn ap fèmen pòt-la.)

*Mari, eske Bòb ap deboutonnen chemiz li?
(Non, Bòb p ap deboutonnen chemiz li.)

Novelty

Lamèsi al chwazi yon jip ki twò gran pou ou, mete l sou ou epi mache nan mitan klas-la.

*Eske jip lamèsi-a bon pou li?
(Non, li pa bon pou li/Li twò gran pou li)

*Pòl, al sou tab-la pran yon zoranj pran yon kouto, koupe zoranj-la epi manje l.

*Eske Pòl ap manje yon mandarin?
(Non, l ap manje yon zoranj.)

Listening/Reading Activity - KI JAN YO FÈ PEN PATAT

Ou vle manje yon pen patat. Men bagay pou ou achte pou ou fè pen patat-la: Patat - fig - ze - bè - sik - kannèl - miskad - sitron.

--Graje patat-la

--Kraze fig-la, melanje li nan patat-la.

--Vide kèk ze antye

--Mete yon ti sik

--Mete yon ti kannèl

--Mete yon ti miskad

--Mete yon ti zès sitron oswa yon ti po sitron.

--Brase tout bagay, sa-yo ansanm.

--Vide li nan yon veso.

--Limen fou-ou.

--Kite li chofe pandan di minit

--Kuit pen patat-ou sou 375 degre pandan inè detan

Chapit 17

Reentry Material

Mak, vide dlo sou tab-la.

Al chèche yon sèvyèt.
Siye tab-la epi al depoze sèvyèt-la sou fènet-la.

Al sou tablo-a, ekri sayz wòb ou mete-a.

Ekri sou tablo-a non twa legim ou renmen manje.

Pran chapo-a, al sere l anba chèz pwofesè-a.

Pran mouchwa-a nan pòch ou epi siye nen ou ak mouchwa-a.

Basic Material I

Mari, al kanpe dèyè on moun ki kout.
Jak, al chita sou janm yon moun ki wò.
Ivòn, bay Mak sèvyèt ki mouye-a, epi pran sèvyèt ki sèk-la, al mete l sou tèt moun ki pi wo nan klas-la.
Mete foto bèl gason-an nan mitan tab-la.
Mete foto gason ki lèd-la sou tèt Ani.
Mete kreyon ble-a nan gwo bwat-la.
Mete kreyon jòn-lan nan ti bwat-la.
Pran kòd ki kout-la, voye l sou Ivòn.
Pran kòd ki long-la, mete l tout otou pye Mari.
Mete men ou sou cheve elèv ki chagren-an.
Al chita sou elèv ki kontan-an.

Novelty

Pran men dwat Mari, ekri non l sou li ak kreyon wouj-la, fè men l sal anpil.

Jan, al pran yon sèvyèt mouye, mache rive sou Mari, pran men l, netwaye l.

Karin, pran pè chosèt mawon-an, al mete l nan pye Gabi, epi mete soulye l nan pye l pou li kontan.

Jan, al voye plim Gabi-a deyò.
*Gabi pa gen kreyon, li chagren.

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Basic Material II

Jak, sote tout otou klas-la.
*Jak ap sote anpil, li bouke.

Mari, kouri vit rive sou mi-a, kouri vit sou tablo-a, kouri rive sou pòt-la.
*Mari ap kouri anpil, li bouke.

Ivòn, voye kòd ki long-lan dousman sou tèt Gabi.
Jak, penchen Gabi nan bra-l.
*Gabi pa kontan, li move.

Pran liv Simon-an, al sere l deyè pòt-la.
*Simon pa gen liv, li move.

Jan, etenn limyè nan klas-la.
*Pa gen limyè nan klas-la, fè nwa, mwen pè.

Dolorès, pouse Ani deyò nan fenèt-la.
*Ani ap pouse Dolorès deyò, Dolorès pè.

Novelty

Mari, sote ven fwa nan mitan klas-la; lè ou fini, ou bouke; mete tèt ou sou tab-la, fèmen je ou epi wonfle.
Tout moun kouri vit tout otou chèz pwofesè-a, kouri vit rive nan pòt-la, kouri sou tablo-a. Nou bouke, kouche atè-a, wete soulye nou epi domi.
Ani, pran ven dola nan sak-ou epi al bay Gabi lajan-an.
Gabi, ou kontan; kwoke Ani.
Jan rale cheve Ivòn, vide dlo sou cheve l, pran bwòs-la, frape Ivòn dousman ak li.
Ivòn, ou move, rele, rele fò.

Chapit 18

Reentry Material

Jak, penchen Mari nan bra l.
Mari, lè Jak penchen ou nan bra ou, rele.

Anita, Kouri tout otou tab-la, lè ou bouke kouche atè-a, epi domi.

Kawòl, al eseye jip woz-la, epi chèche yon kòsaj k ale ak li.

Jan, etenn tout limyè nan klas-la.
Tout moun, lè fè nwa, nou pè, rele.

Basic Material I

Danse ak Mari.
Al danse nan mitan klas-la.
Danse tout otou tab-la.

Jwe gita.
Jwe pyano.
Jwe volebòl ak boul-la.
Jwe foutbòl ak boul-la.
Jwe kat.

Chante yon chante.
Chante pou ou fè Mari kontan.
Chante pandan ou ap danse tout otou tab-la.

Pale kreyòl ak Pòl.
Pale dousman.
Pale fò.
Pale angle ak pwofesè-a
Pale franse ak Ivòn.
Pale panyòl ak Albèto.

Novelty

Lwi, mache rive sou fi ou renmen nan klas-la, mete li chita sou janm ou.
Mete tèt-li sou zepòl ou epi chante yon bèl chante pou li.

Jan, pran gita ou.
Pouse tab-la nan mitan klas-la, kanpe sou tab-la epi jwe gita ou.

Anita al ranmase boul-la, voye l dousman sou Karin epi jwe volebòl.

Jina, chante yon chante kreyòl, mache rive sou Albè, pran bra li, fè li
kanpe epi danse ak li nan tout klas-la.

Basic Material II

Pòl, danse nan mitan klas-la.
*Pòl kapab danse nan mitan klas-la.

Anita, jwe pyano.
*Anita kapab jwe pyano.

Kawòl, mete kat liv atè-a.
Sote anwo liv sa-yo.
*Kawòl kapab sote anwo liv sa-yo.

Jan manyen plafon an.
*Jan pa kapab manyen plafon-an.

Ivon, pale panyòl.
*Ivon pa kapab pale panyòl.

Novelty

Jan, pran gita-a, epi jwe gita pou tout moun.

*Jan kapab jwe gita.
*Eske Jan kapab jwe gita?
*Wi li kapab jwe gita.

Pòl, kanpe sou chèz-la, epi manyen plafon-an.
*Pòl kapab manyen plafon-an.
*Eske Pòl kapab manyen plafon-an?
*Li kapab manyen plafon-an.

Ivòn, pouse tab-la sou tablo-a.
*Ivòn, pa kapab pouse tab-la sou tablo-a.
*Eske Ivòn kapab pouse tab-la sou tablo-a?
*Non, li pa kapab pouse tab-la sou tablo-a.

Role Reversal

Students ask each other what they can do and ask each other to do it.

Listening/Reading Activity - RELIJYON

Paske Ayiti te yon ansyen koloni Lafrans, relijyon konlon franse-yo relijyon katolik, te vin etabli nan peyi-a. Apa relijyon kolon-yo, esklav-yo te vini ak relijyon Afrik-yo tou. An Ayiti depi sou tan lakoloni, te toujou gen de relijyon:

Gen relijyon katolik kap sèvi Bon Dye.
Gen relijyon vodou kap sèvi Gran mèt-la.
Relijyon katolik-la se relijyon ofisyèl-la.
Relijyon vodou-an se relijyon pèp-la.

Vodou se yon relijyon ki te kreye depi tan lesklavay. Se yon melanj relijyon Afrik esklav-yo te pote, ak relijyon katolik kolon-yo te pote. Nan vodou-a, pèp-la envoke lespri, lwa ansèt Afrik-yo. Yo kwè nan lwa sa-yo paske lwa-yo kapab regle tout zafè-yo epi lwa-yo kapab ede yo jwenn Gran mèt-la.

Chapit 19

Reentry Material

Mari, al sou tablo-a, ekri siyati ou.
Jak, pran dlo epi vide l sou tab-la. Lè ou fini tab-la mouye; al chèche yon sèvyet pou ou siye tab-la.
Ani, bay chak elèv nan klas-la senk kat.
Anita ak Jan, pran boul-la, epi al jwe foutbòl.

Basic Material I

The following segment introduces more Ki (wh) type questions.

*Ki sa ou ap etidye nan Inivèsite-a?
*M ap etidye kreyòl.

*Ki lang ou kapab pale?
*Mwen kapab pale fransè, angle epi kreyòl.

*Ki jwèt ou kapab jwe?
*Mwen kapab jwe foutbòl, epi volebòl

*Ki enstriman ou kapab jwe.
Mwen kapab jwe gita epi pyano.

*Ki laj ou?
*Mwen gen vennsenk an.

Novelty

Mari, al sou tablo-a, pran lakre-a, epi ekri laj-ou sou tablo-a.
*Kawòl, ki laj Mari.
*Mari gen vennde zan.

Kawòl, pale angle ak pwofesè-a.
*Ki lang Kawòl ap pale ak pwofesè-a.
*L ap pale angle ak pwofesè-a.
*Eske l ap pale fransè ak pwofesè-a?
*Non, l ap pale angle ak pwofesè-a.

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Jan, kanpe nan mitan klas-la chante, epi jwe gita.

*Ki enstriman Jan kapab jwe?

*Jan kapab jwe gita.

Basic Material II

The following segment introduces how to tell time in Haitian Creole. It will be quite useful to teach time by means of a clock.

*Ki lə li ye?

*li midi
*li inə
*li dezə
*li twazə
*li katrə
*li senkə
*li sizə
*li setə
*li uitə
*li nevə
*li dizə
*li onzə
*li minui

Al sou tablo-a epi menyen dezə.

*Ki lə li ye?

*Li dezə.

Sote rive sou tablo-a epi menyen setə.

*Ki lə li ye?

*Li setə.

Mache rive son tablo-a epi montre sizə.

*Ki lə li ye?

*Li sizə.

Al sou tablo-a epi montre midi.

*Ki lə li ye?

*Li midi.

Gade mont ou.

*Ki lə li ye?

*Li _____.

*Jak, li dizè di swa. Ki sa ou ap fè?

*Anita, li uitè di maten. Ki sa ou ap fè?

*Jan, li katrè de lapremidi. Ki sa ou ap fè?

*Kawòl, li setè di swa. Ki sa ou ap fè?

Novelty

Mak, mete mont ou sou dizè.

Kawòl, mete mont ou sou senkè, epi pran yon kawòt nan valiz ou epi manje l.

Ivòn, mache rive sou tab-la, mete revèy-la sou midi. Lè fini, kouche atè-a, fèmen je ou epi wonfle.

Jan, pran kreyon jòn-la, mache rive sou Ani, pran men gòch li, desine yon revèy sou li, epi ekri onzè sou revèy-la.

Chapit 20

Reentry Material

Kawðl, pran pè chosèt mwa-a, mete l nan pye ou.
Jak, al ekri sou tablo-a non twa vyann ou renmen manje.
Ani, pran kreyon wouj-la mache rive sou Ivðn, pran men dwat li epi desine yon boul sou li.
Jak, pran yon sðvyðt ki mouye, al netwaye men Ani.

Basic Material I (Time continued)

*Ki lè li ye?
*Li midi.

*Ki lè li ye?
*Li midi edmi.
*Li inè edmi.
*Li senkè edmi.
*Li twazè edmi.
*Li setè edmi.

*Ki lè li ye?
*Li dezè eka.
*Li katrè eka.
*Li sizè eka.
*Li uitè eka.

*Ki lè li ye?
*Li dizè mwennka.
*Li nevè mwennka.
*Li minuí mwennka.

*Ki lè li ye?
Li dezè.
*Ki lè li ye?
*Li dezè senk.
*Li dezè dis.
*Li dezè eka.
*Li dezè ven.
*Li dezè vennsenk.
*Li dezè edmi.

*Ki lè li ye?
*Li katrè.
*Ki lè li ye?
*Li katrè mwen vennsenk.
*Li katrè mwen ven.
*Li katrè mwennka.
*Li katrè mwen dis.
*Li katrè mwen senk.
*Li senkè.

Novelty

Jak, al mete revèy-la sou senkè mwen dis epi montre klas-la ki lè li ye?
Kawòl, mete mont ou sou midi, li lè pou ou manje. Pran yon zoranj nan valiz ou, epi manje l.
Ivoñ, al kanpe deyè pòt-la, mete mont ou sou lè klas-la fini. Retounen nan mitan klas-la epi montre tout moun a ki lè klas-la fini.

Basic Material II

Asking questions with time. (A ki lè)

*A ki lè ou manje lematen?
*Mwen manje a setè edmi.

*A ki lè ou kouche leswa?
*Mwen kouche a onzè.

*A ki lè ou al nan mache?
*M al nan mache a inè.

*A ki lè klas-la kòmanse?
*Klas-la kòmanse a nevè edmi.

*A ki lè klas-la fini?
*Klas-la fini a katrè mwennka.

*A ki lè ou reveye lematen?
*Mwen reveye a sètè.

Novelty

Mak, al sou tablo-a, pran lakre-a epi ekri a ki lè ou domi leswa.

*A ki lè Jak domi leswa.
Li domi a dizè edmi.

Ivon, pran revèy-la, mete l sou midi edmi epi di tout moun ki sa ou fè a midi edmi.

*Mwen manje a midi edmi.

Kawòl, wete mont ou nan bra ou, mete l sou senkè eka, epi mache rive sou pwofesè-a mete mont-lan nan bra li, epi mande l ki sa li fè a senkè eka.

*Ki sa ou fè a senkè eka.
*A senkè eka, mwen li journal-la.

Reviewing Questions

Teacher should read story aloud two times. During the second reading, volunteer students can act it out. Afterwards the teacher asks the questions included below.

Elèv-yo nan klas-yo. Li uitè di maten, y ap tann pwofesè-a, Madmwazèl Siz Matye. Klas-la gran. Limyè-yo limen, epi pòt-la louvri. Fenèt-yo femèn. Tablo-a sal. Pòl ap netwaye li. Mari chita deyè tab-la, l ap li liv kreyòl li. Kawòl chita kote Mari, l ap etidye leson gramè li. Bòb ak Marilou ap pale, epi y ap ri. Lwi bouke, li p ap fè anyen.

1. Ki kote elèv-yo ye?
2. Ki lè li ye?
3. Ki moun y ap tann.
4. Ki jan pwofesè-a rele?
5. Ki moun ki ap netwaye tablo-a?
6. Ki sa Mari ap fè?
7. Ki kote Kawòl chita? Ki sa l ap fè?
8. Ki sa Bòb ap fè? Ak ki moun l ap pale?

Listening/Reading Activity - SA MOUN AN AYITI SANBLE

II. Ayiti se yon ansyen Koloni Lafrans. Nan tan lakoloni, blan franse-yo te voye chèche esklav an Afrik pou yo te vin travay sou plantasyon-yo.

Blan yo te renmen fanm nwa-yo. Gen anpil blan ki te fè pitit ak nègès-yo. Melanj blan ak nwa bay diferan koulè moun an Ayiti: Genyen milat, genyen grimo, genyen marabou, genyen nwa.

Milat-yo se moun ki klè anpil. Yo gen cheve long ak swa. Yo sanble blan. Yon fi ki milat rele yon milatrès.

Grimo-yo pa klè-klè tankou milat-yo men yo klè tou. Cheve yo pa swa-swa, men yo pa grenn non plis. Yon fi ki grimo rele yon grimèl.

Marabou-yo se moun ki nwa ak cheve swa tankou milat-yo.

Nwa-yo se moun ki nwa ak cheve grenn. Lamajorite ayisyen-yo nwa. Yon fi ki nwa rele yon nègès.

Vocabulary List IV

I. Vèb (verbs)

etidye	study	ka/kapab	be able to
sere	put away/hide	fè	do
wonfle	snore	desine	draw
kouche	lay down	kòmanse	begin
jwe	play	tann	wait for
chante	sing/song	pè	be afraid
pale	speak		

II. Non (nouns)

legliz	church	angle	English
mouchwa	handkerchief	franse	French
pòch	pocket	plafon	ceiling
bwat	box	boul	ball
kòd	rope	jwèt	game
pè	pair	lang	language
mi	wall	Madmwazèl	Miss
gita	guitar	revèy	clock
volebòl	volleyball	laj	age
foutbòl	soccer	enstriman	musical instrument
kat	card	gramè	grammar
krevòl	Creole		

III. Adjektif (adjectives)

kout	short	ti	small
wo	tall	long	long
bèl	pretty/handsome	chagren	sad
lèd	ugly	bouke	tired
gwo	big	kontan	happy

IV. Lè (time)

ki lè li ye?	what time is it?	maten	morning
midi	noon	apremidi	afternoon
minuí	midnight	swa	evening

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V. Lòt mo itil (other useful words)

two	too	fõ	loudly
dèyè	behind	anwo	above
dousman	softly/slowly	anyen	nothing
pandan	while/during		

Chapit 21

Reentry Material

Mak, al kanpe sou tab-la leve tou de bra ou epi manyen plafon-an.
Mari, mete revèy-la sou katrè eka.
Tout moun kouri tout otou tab-la, epi lè revèy-la sonnen, rete.
Anita ak Lwi, nou kapab jwe volebòl. Pran boul-la epi jwe volebòl nan mitan klas-la.

Basic Material 1

The following segment introduces blue collar jobs. Prior to doing this segment the teacher should mount pictures or draw illustrations of these occupations on different colored cardboard. Note that we have already established a correspondence between certain colors and occupations in the material that follows.

Al sou tab-la, pran kat ble-a nan pil-la.
Montre klas-la kat-la.
Tout moun gade.
*Bòs Antwàn ap ranje machin.
*Li se yon mekanisyen.

Al sou tab-la pran kat oranj-la nan pil-la.
Montre klas-la kat-la.
Tout moun gade.
*Bòs Oktav ap ranje soulye.
*Li se yon kòdonye.

Kouri sou tab-la, pran kat jòn-lan nan pil-la.
Montre klas-la kat-la.
Tout moun koute byen.
*Bòs Woje ap ranje tiyo.
*Li se yon plonbye.

Danse rive sou biwo pwofesè-a, pran kat woz-la.
Montre klas-la kat-la.
Tout moun koute byen.
*Bòs Simon ap ranje limyè nan plafon-an.
*Li se yon elektrisyen.

Pran kat blan-an.
Montre klas-la kat-la.
Tout moun koute byen.
*Bòs Rene ap fè kostim pou gason.
*Li se yon tayè.

Ai chèche kat mawon-an nan pil-la.
Montre klas-la kat-la.
Tout moun gade byen.
*Madanm-nan ap fè yon jip.
*Li se yon koutiryè.

Sote rive sou tab-la.
Chèche kat vèt-la nan pil-la.
Montre klas-la kat-la.
Tout moun gade kat-la.
*Msye-a ap koupe cheve lòt myse ki chita-a.
*Li se yon kwafè.

Louvri sak pwofesè-a, pran pil kat-la.
Chèche kat woz-la.
Montre klas-la kat-la.
Tout moun gade.
*Msye-a ap kondui yon kamyonèt, l ap kondui yon tap-tap.
*Li se yon chofè.

Novelty

Anita, pran tout kat-yo, voye yo atè-a, epi ranmase kat mekanisyen-an.
Chal, al sou tablo-a, pran lakre vèt-la, ekri non moun ki ranje machin-nan sou tablo-a.
Jak, al depoze nan pòch wòbè kat plonbye-a, epi mande l ki sa yon plonbye fè.
Kawòl pran yon kreyon, mache rive sou Jina, pran men dwat Jina, epi ekri non moun ki fè wòb-la sou men li.

Basic Material II

The following segment introduces white collar professions. Once again the teacher will need illustrations depicting these professions but they need not be color-coded.

Tout moun gade foto ki sou tablo-a.
*Maye Jozèf ap swen tifi-a paske li malad.
*Li se yon doktè.

Kanpe nan mitan klas-la, mete foto sa-a anwo tèt-ou.
Tout moun gade.
*Maye Rigo ap bati kay.
*Li se yon enjenyè.

Pran foto klas-la, montre tout moun foto-a.
*Myse Michèl ap fè lekòl.
*Li se yon pwofesè.

Novelty

*Mak, lè machin ou pa mache, lè li an pàn, ki moun ou rele?
*Mwen rele yon mekanisyen.

*Anita, lè ou malad, ki moun ou rele?
Mwen rele yon doktè.

*Jak, ki sa yon pwofesè-fè?
*Li fè lekòl.

*Jan ki moun ou rele lè tiyo ou bouche?
*Mwen rele yon plonbye.

*Ki sa yon enjenyè fè?
*Li bati kay.

Activity -- "Ki sa mwen ye" game

Students who feel confident might want to participate in different kinds of games where they would have to guess the profession or the trade of their partners.

Example: Mwen ranje kamyonèt - ki sa mwen ye?
Mwen se yon mekanisyen.
Mwen kondui kamyonèt - ki sa mwen ye?
Mwen se yon chofè.

Chapit 22

Reentry Material

Jak, kouche anba tab-la, wete soulye ou ak chosèt-ou epi frape tab-la ak pye-ou.

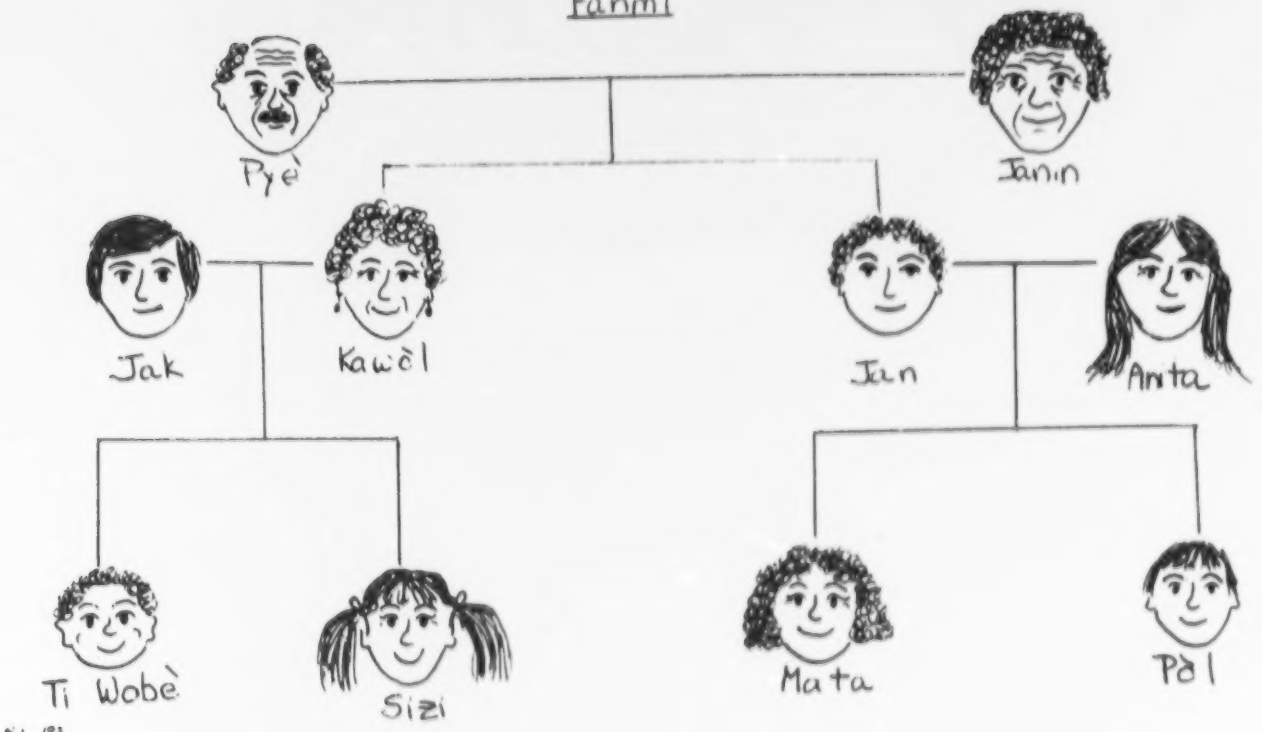
Mari, al chèche nan sak pwofesè-a kat moun ki koupe cheve-a.

Kawòl, limyè-yo pa mache, fè nwa nan klas-la, ki moun ou pral rele?

Basic Material I

The following family tree introduces family terms:

Fanmi



*Pyè se marí Janin.
*Pyè se papa Kawòl ak Jan.
*Pyè se granpapa Ti Wobè, Sizi, Mata ak Pòl.
*Pyè se bòpè Jak ak Anita.

*Janin se madanm Pyè.
*Janin se manman Kawòl ak Jan.
*Janin se grann Ti Wobè, Sizi, Mata ak Pòl.
*Janin se bèlmè Jak ak Anita.
*Anita se bèlfí Pyè ak Janin.
*Jak se bofis Pyè ak Janin.

*Kawòl se pitit Pyè ak Janin.
*Kawòl se sè Jan.
*Kawòl se bèlnè Anita.
*Kawòl se matant Mata ak Pòl.

*Jan se pitit Pyè ak Janin.
*Jan se frè Kawòl.
*Jan se bofrè Jak.
*Jan se monnonk Ti Wobè ak Sizi.

*Ti Wobè se pitit Kawòl ak Jak.
*Ti Wobè se neve Jan ak Anita.
*Ti Wobè se pitit-pitit Pyè ak Janin.
*Ti Wobè se kouzen Mata ak Pòl.

*Mata se pitit Jan ak Anita.
*Mata se nyès Kawòl ak Jak.
*Mata se pitit-pitit Pyè ak Janin.
*Mata se kouzin Sizi ak Ti Wobè.

Novelty

Woje, al sou foto-a epi montre m sè Pòl-la.
Mak, mete men ou sou monnonk Sizi-a.
Mari, al penyen cheve nyès Kawòl-la.
Jina, depoze kreyon ble-a adwat bèlfí Janin-la.

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Basic Material II

The following segment consists of asking questions about the relationship between members of the family presented above.

*Ki sa Janin ye pou Pyè?
*Se madanm-li.

*Ki sa Pòl ye pou Pyè?
Pòl se pitit-pitit Pyè.

*Ki sa Anita ye pou Jan?
*Se madanm-li.

*Ki sa Jak ye pou Jan?
*Se bofrè-l.

Novelty

*Eske Anita se matant Sizi?
*Wi, se matant Sizi.

*Eske Kawòl se sè Anita?
*Non, se bèlsè Anita.

*Eske Ti Wobè se kouzen Pòl?
*Wi, se kouzen Pòl.

*Eske Jan se mari Kawòl?
*Non, se frè Kawòl.

*Ki jan matant Sizi-a rele?
*Li rele Anita.

*Ki jan grann Pòl-la rele?
*Li rele Janin.

*Ki jan kouzin Ti Wobè-a rele?
Li rele Mata.

Listening/Reading Activity - FANMI

Pou pèp Ayisyen-an fanmi se yon bagay ki enpòtan anpil. Moun an deyò tankou moun lavil viv anpil an fanmi, an kominote. Apa manman-papa genyen monnonk-matant, kompè-komè ak moun nan vwazinay ki toujou la pou ede epi pou voye je sou ti moun-yo lè gran moun-yo pa la.

Moun an deyò viv tou kole ak lòt. Kay-yo bati sou menm mòso tè-a. Pa gen baryè ki separe kay-yo. Tout moun rete ansanm nan menm lakou-a. Paske moun-yo rete tou kole, yo viv tankou fanmi. An Ayiti "vwazinay se fanmi." Lè msye-a al nan jaden, lè fanm-nan al larivyè pou lave rad, ti moun-yo rete nan lakou-a. Vwazin-lan ap toujou okipe-yo, l ap toujou bay yo manje jislè paran-yo retounen. Se santiman fanmi ki fè tout fòs sosyete ayisyèn-lan.

Chapit 23

Reentry Material

*Mak, eske papa ou pwofesè?
*Non li pa pwofesè, li se enjenyè.

*Ivon, konbyen pitit-pitit grann ou genyen?
*Li genyen douz pitit-pitit.

*Pyè ki jan madanm ou rele?
*Li rele Klaris.

*Jak, lè ou vle koupe cheve ou, ki moun ou rele?
*Mwen rele yon kwafè.

Basic Material I

The following segment introduces the months of the year. This can be taught with flash cards.

*Konbyen mwa genyen nan yon ane?
*Genyen douz mwa nan yon ane.

*Mwa-yo se:

janvye	avril	jiyè	oktòb
fevriye	me	out	novanm
mas	jen	septanm	desanm

*Janvye se premye mwa nan ane-a.
*Desanm se dènye mwa nan ane-a.

*Ki mwa ki vini apre janvye?
*Fevrye vini apre janvye.

*Ki mwa ki vini anvan oktòb?
*Septanm vini anvan oktòb.

*Nan ki mwa nou ye konyea?
*Kounyea nou nan mwa _____.

*Nan ki mwa ou fèt?
*M fèt nan _____.

*Ki dat jodi-a?

*Jodia se _____.

*Ki dat ou fèt?

*Mwen fèt le _____.

*Ki dat manman ou fèt?

*Manman m fèt le _____.

Novelty

Anita, al chèche sou tab-la mwa ki vini apre novanm-lan, epi ekri sou tablo-a dat yon fèt enpòtan ki genyen nan mwa sa-a.

(25 desanm)

Kawòl, al ekri sou tablo-a dat fèt grann ou.

Jan, di tout moun nan klas-la ki mwa ou renmen manje anpil melon.

Mak, mache rive sou Alis, mete bouch ou tou pre zorèy-li epi di li ki dat nan ane-a ki pi enpòtan pou ou.

Basic Material II

In the following segment, the past tense with the marker te is introduced.

*Ki jou jodia ye?

Jodia se lendi.

*Ki jou yè te ye?

Yè te dimanch.

*Ki sa ou te fè yè?

Yè mwen te ale nan sinema.

*Ki sa ou te fè semèn pase?

Semèn pase mwen te travay.

*Eske ou te etidye kreyòl yè swa?

*Wi, mwen te etidye kreyòl yè swa.

*Eske Anita ale an Ayiti ane pase?

*Wi li te ale.

*Eske ou te netwaye tab-la?

*Non, mwen pa te netwaye tab-la.

*Eske Kawòl te voye dlo sou biwo pwofesè-a.
*Non li pa te voye dlo sou biwo pwofesè-a.

*Eske Lwi te etenn limyè-yo.
*Non, li pa te etenn limyè-yo.

Novelty

Jak, pran kreyon ble ki nan sak Kawòl-la, epi ekri sou men Kawòl dat ou te kòmanse ale nan inivèsite-a.
Kawòl, montre klas-la sa Jak ekri sou men ou.
*Lisa, ki dat Jak te kòmanse ale nan inivèsite-a.
*(Li te kòmanse ale nan inivèsite-a le _____.)
Jan, pran lakre-a, ekri sou pòt-la mwa ou te ale an Ayiti ane pase-a.
*Anita, nan ki mwa Jan te ale an Ayiti ane pase?
*(Jan te ale an Ayiti nan mwa mas ane pase.)

Chapit 24

Reentry Material

Janin, chèche nan pil-la mwa ki vini anvan jen-an. Montre tout moun kat-la, epi di nou ki jou nan mwa sa-a ki enpòtan pou ou.

Mak, mache rive sou Alis di li dousman nan zorèy ki dat fèt premye pitit ou.

Jak, ki sa ou te fè pandan ete ane pase?

Anita, ki sa ou te manje yè swa?

Basic Material I

Gade klas-la. Li sal: fòk ou fè menaj nan klas-la.

Pran bale-a, epi bale klas-la.

Ranmase fatra-a, fòk ou mete fatra-a nan bwat fatra-a.

Chèz-la sal, li gen anpil pousyè sou li: fòk ou siye l.

Pran twal menaj la pou ou siye chèz-la.

Chèz la pwòp kounyea, chita sou li.

Gade atè-a. Li sal, li gen kras. Fòk ou netwaye-l.

Al chèche yon bokit, vide dlo nan bokit-la.

Al chèche yon kòlèt.

Mouye kòlèt-la.

Tòde kòlèt-la.

Pase li atè-a.

Atè-a pwòp kounyea, kouche atè-a epi dòmi.

Novelty

Kawòl, biwo-a sal anpil, fòk ou siye l. Gade anba tab-la, pran twal menaj-la epi siye biwo-a.

Anita, atè-a sal anpil, fòk ou netwaye l. Pran yon bokit, al mete dlo nan bokit-la, epi pran kòlèt-la. Mete l nan bokit-la, mouye l, tòde l epi pase l atè-a pou wete tout kras-yo.

Jan, gade dèyè pòt-la, pran bale-a, fòk ou bale klas-la, epi fòk ou mete fatra-a nan bwat fatra-a.

Basic Material II

The following segment introduces the question ki sa sa ye? For identification purposes this can be taught by showing the item while asking the question.

*Ki sa sa ye?
*Se yon bale.

*Ki sa sa ye?
*Se yon bokit.

*Ki sa sa ye?
*Se yon kòlèt.

*Ki sa sa ye?
*Le yon zoranj.

*Ki sa sa ye?
*Se yon jip.

*Ki sa sa ye?
*Se yon twal menaj.

*Ki moun sa ye?
*Se Mari.

*Ki moun sa ye?
*Se Pòl.

*Ki moun sa ye?
*Se doktè-a.

*Ki moun sa ye?
Se plonbye-a.

*Ki moun sa ye?
Se pwofesè-a.

Novelty

This segment is virtually a review of the different types of questions the students have learned.

*Ki jan grann ou rele?
*Ki sa ou te fè vandredi pase?
*Eske ou pral nan sinema avèk Mari aswè-a.
*Ki nimewo telefòn ou?
*Ki laj manman ou?
*Ki sa sa ye?
*Ki koulè jip ki sou Kawòl-la.
*Konbyen chèz ki genyen nan klas-la.
*Eske Mak wo oswa li kout?
*Ki kote Anita kanpe?
*Ki moun k ap kouri nan klas-la.
*Kouman ou ye jodia.
*Ki siyati ou?
*Ki adrès ou?
*Eske ou marye, divòse, selibatè, plase?
*Ki dat ou fèt?
*Nan ki ane manman ou fèt?
*Ki moun ki te vini anvan nan klas?
*Ki kote ou rete?
*Ki lè li ye?
*A ki lè ou reveye le maten?
*Lè ou malad, ki moun ou rele?
*Lè machin ou an pàn, ki moun ou rele?
*Lè kay ou sal, ki sa ou fè?
*Ki sa yon plonbye fè?
*Ki "sayz" soulye ou mete?
*Eske ou kontan jodia? Poukisa?
*Ki kote ou fèt?
*Ki laj ou?

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Listening/Reading Activity - SEZON AN AYITI

Ayiti se yon peyi kote pa janm fè frèt. Pandan tout ane-a, tanperati-a pa change anpil. Fè cho la plipa di tan. Pafwa vè mwa desanm ak janvye, li kapab fè frèt yon ti kras nan mòn-yo. Kote tankou Laboul, Kenskòf ki sitiye anwo tèt mòn kapab fè frèt.

An Ayiti sezon-yo pa detèmine dapre tamperati. Se lapli ki detèmine sezon-yo. Vè mwa avril rive nan mwa oktòb, se sezon lapli paske lapli tonbe anpil. Nan mwa me, lapli tonbe fò. Se gwo-gwo lapli. Moun an Ayiti rele kalite lapli sa-a "Lavalas."

Vè mwa novanm rive nan mwa mas, lapli pa tonbe. Se sezon sèk. Lè sezon-an twò sèk, peyizan-yo pa kontan paske yo bezwen lapli pou wouze jaden-yo.

Vocabulary List V

I. Mwa (months)

janvye	January	septanm	September
fevriye	February	oktob	October
mas	March	novanm	November
avril	April	desanm	December
me	May	ane	year
jen	June	ane pase	last year
jiyè	July	dat	date
out	August		

II. Fanmi (family)

gran papa	grandfather	bofrɔ̀	brother-in-law
grann	grandmother	bèlsɔ̀	sister-in-law
papa	father	pitit-pitit	grandson/ granddaughter
manman	mother	matant	aunt
mari	husband	monnonk	uncle
madanm	wife	neve	nephew
bopè	father-in-law	nyès	niece
bèlmè	mother-in-law	kouzen	cousin
bofis	son-in-law	marye	married
bèlfi	daughter-in-law	divɔ̀se	divorced
pitit	son/daughter	selibatè	single
frè	brother	plase	concubine; common-law wife
sè	sister		

III. Metye/pwofesyon (careers)

bɔ̀s	worker	kɔ̀donye	shoe maker
elektrisyen	electrician	plonbye	plumber
chofɔ̀	driver	kwafɔ̀	barber
tayè	tailor	doktɔ̀	doctor
koutiryè	dress maker	enjenyɔ̀	engineer, architect
mekanisyen	mechanic		

IV. Fè menaj (housework)

netwaye	clean up	pwòp	clean
bale	broom	sal	dirty
fatra	trash	bokit	bucket
bwat fatra	trash can	kòlèt	mop
pousyè	dust	tòde	wring
twal menaj	dust cloth	kras	dirt

V. Vèb (verbs)

sonnen	ring	ye	is (used in questions)
ranje	fix	se	it is
kondui	drive	rete	live
koupe	cut	vini	come
swen	take care	fòk	it is necessary
bati	build	ki sa sa ye?	what is it?

VI. Non (nouns)

kamyonèt	van	tiyo	pipe
tap tap	pick-up truck	biwo	desk
machin	car	inivèsite	university
kay	house	fèt	birthday
kostim	suit	sinema	cinema

VII. Lòt mo itil (other useful words)

wi	yes	anvan	before
non	no	pre	close
oswa	or	an pàn	car breakdown
aprè	after	bouche	clogged up

Appendix A

THE BASIC CONCEPTS OF HAITIAN CREOLE GRAMMAR

The grammar in this appendix is explained in terms of equivalency to English grammar. We have used traditional grammatical terms and have explained most items in relation to English. For example the Creole verb system does not treat time and aspect in the same way as English verbs do, however in our explanation of the Creole verb system, we have used the names of traditional English tenses.

I. Word Order of a Sentence in Haitian Creole

In Creole, the word order basically does not change. In all cases, it maintains Subject-Verb-Object order.

A. Declarative Sentence

1. affirmative sentence

Mari	renmen	Lwi	(Mary likes Louis)
S	V	OBJ	

2. negative sentence

Mari	pa	renmen	Lwi	(Mary does not like Louis)
S		VP	OBJ	

B. Interrogative sentences

In interrogative sentences, the question word is placed at the beginning of the sentence and is followed by the basic word order S V (O).

ex:	Ki	kote	Mari	prale?	(Where is Mary going?)
	Q-word		S	V	

Poukisa	Mari	pa	vle	ale	nan	sinema?	(Why doesn't Mary want to go to the movie)
Q-word	S		VP			OBJ	

C. Imperative sentences

In imperative sentences, the subject is deleted as it is in many other languages like English or French but the basic word order remains the same.

ex:	Gade	Jak	(Look at Jack)
	V	O	

Pa gade Jak (Don't look at Jack)

II. Noun Phrase in Haitian Creole

In Haitian Creole, the Noun Phrase, as in English, consists of a head noun accompanied by any of the following elements: determiners - numbers - demonstratives - possessives - adjectives. The primary difference between English and Creole is the position of these various elements.

A. Determiners

Two kinds of determiners must be distinguished: The indefinite determiner and the definite determiner.

1. indefinite determiner

   yon/on corresponds to the English indefinite article a/an. It always precedes the noun.

   ex: yon machin or on machin (a car)

2. definite determiner

   In Haitian Creole the definite determiner always comes after the noun.

   The singular definite determiner appears in several forms depending on the nature of the preceding element. The following rules describe the speech of most speakers.

   a. If the preceding element ends with a consonant the determiner is la which itself begins with a consonant.

      ex: tab-la (the table)
      chèz-la (the chair)

   b. If the preceding element ends with a nasal consonant, the determiner la becomes nasalized.

      : la → lan or nan

      ex: kabann-lan or kabann-nan (the bed)
      mòn-lan or mòn-nan (the mountain)

   c. If the preceding element ends with a vowel the determiner is a, which itself is a vowel.

      ex: mayi-a (the corn)
      radyo-a (the radio)

   d. If the preceding element ends with a nasal vowel, the determiner is nasalized: a → an

      ex: /õ/ kamyon-an (the truck)
      /ẽ/ chen-an (the dog)

The plural definite determiner is yo.

ex: tab-yo (the tables)
radyo-yo (the radios)
kabann-yo (the beds)
chen-yo (the dogs)

*Note that in Haitian Creole, the noun does not inflect for plural as it does in English.

B. Numbers

Numbers always precedes the noun.

ex: twa zwazo (three birds)
kat zwazo-yo (the four birds)

C. Demonstratives

The singular and plural demonstratives are respectively sa-a and sa-yo. They correspond to the English demonstratives this and these. They follow the noun.

ex: kay sa-a (this house)
kay sa-yo (these houses)

D. Possessives

The possessives always follow the noun.

ex: Singular
kay mwen (my house)
kay ou (your house)
kay li (his/her house)
kay nou (our house or your house)
kay yo (their house)
Plural
kay mwen-yo (my houses)
kay ou-yo (your house)
kay li-yo (his/her houses)
kay nou-yo (our houses or your houses)
but: kay-yo (their houses)

In addition to their full forms above, the possessives (except yo) also have a contracted form. These are:

mwen m
ou w (spelled ou)
li l
nou n

These contracted forms are used after words ending in a vowel sound, including nasal vowels as well as oral ones.

ex:	radyo m	my radio
	chen m	my dog
	tab mwen	my table
	madanm mwen	my wife
	radyo ou/w/	your radio
	chen ou/w/	your dog
	tab ou	your table
	madanm ou	your wife
	radyo l	his/her radio
	chen l	his/her dog
	tab li	his/her table
	madanm li	his wife
	radyo n	our radio, your radio
	chen n	our dog, your dog
	tab nou	our table, your table
	kabann nou	our bed, your bed

E. Adjectives

As a general rule, adjectives tend to come after the noun. Adjectives of color are among those that always come after a noun.

ex: yon kay blan (a white house)

A few adjectives are placed before the noun. Here is a list of the most common ones:

bèl: yon bèl gason (a handsome man)
gwo: yon gwo kay (a big house)
gran: yon gran lakou (a big yard)
ti: yon ti chèz (a small chaise)
jen: yon jèn moun (a young person)
vye: yon vye wòb (an used dress)
bon: yon bon manje (a good dish)
move: yon move nimewo (a wrong number)
lot: yon lòt moun (another person)

III. Verb System

In Creole the form of the verb does not change. There is no subject agreement as in numerous other languages. The verb does not inflect.

ex: Mari renmen woma. (Mary likes lobster.)
Mari ak Pyè renmen woma. (Mary and Pyè like lobster.)

Tense and aspect are expressed in Creole by markers that occur before the verb. The following chart illustrates the tense marker system:

1. Present Tense = No marker + Verb

ex: a) Ti Jo jwe foutbòl chak apremidi.
(Ti Jo plays soccer every afternoon.)
b) Lwi renmen Kawòl.
(Lwi likes Kawòl.)
c) Ti moun yo pale kreyòl.
(The children speak kreyòl.)

2. Present progressive or continuous = ap + Verb

The presence of the marker ap indicates that the action is occurring at the very moment of the speech, or is about to happen.

ex: M ap gade yon match volebòl.
(I am watching a volley-ball game.)

Ti fi-a ap lave rad.
(The girl is washing clothes.)

Special form with the verb "ale"

When ap occurs in the presence of the verb ale (to go), it combines with that verb to produce the form prale or pral (contracted form of prale).

ap + ale = prale

ex: Kote ti moun yo pral(e) jodia?
-Yo pral lekòl.
(Where are the children going today?)
(-They are going to school.)

3. Past Tense

It is necessary to distinguish between two kinds of past tense.

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a. The immediate past indicates that the action took place not too long ago, and might have some bearing on the present.

Immediate past = No marker + Verb

ex: Eske ou manje maten-an?
-Wi mwen manje maten-an.
(Did you eat this morning?)
(-Yes I ate this morning.)

b. The non-immediate past indicates that the action took place some time ago and we understand the action as having no bearing on the present since the action is completely terminated.

Non-immediate past = te + Verb

ex: Mwen te vwayaje ane pase.
(I traveled last year.)
Eske ou te ale (t ale) nan sinema dimanch?
-Wi mwen t ale.
(Did you go to the movie Sunday?)
(-Yes, I went.)

4. Future Tense

Here again, it is necessary to distinguish between two kinds of future tenses:

a. The immediate future indicates that the action is going to take place in a more or less near future, and we understand the doer of the action to be certain of its actual occurrence.

Definite future = pral(e) + Verb

ex: Demen Lamèsi pral vann legim nan mache.
(Tommorrow, Lamèsi is going to sell vegetables at the market.)
Ane prochèn, Mari ak Woje pral marye.
(Next year, Mari and Woje are going to get married.)

b. The indefinite future indicates that the action will take place somewhere in the future. There is a connotation of uncertainty about the actual realization of the action

Hypothetical future = va + Verb
(the contracted form of va is a)

ex: Si lapli pa tonbe, ti moun-yo va ale (a ale) nan fèt-la.
(If it does not rain, the children will go to the party.)

ex: Si m gen tan pita, m a vini lakay ou.
(If I have some time later, I'll come to your house.)
(Note that the form a is more commonly used by native speakers.)

5. Conditional

In Creole the conditional marker (ta) is used to express two different ideas: (1) to express the result of a condition and (2) to express the desire to do something. It should be noted that English also uses its conditional modal "would" for similar purposes.

Conditional = ta + Verb

ex: Si mwen te gen lajan, mwen ta achte you machin
(If I had money, I would buy a car.)

Mwen ta ale nan sinema aswè-a.
(I would like to go to the movies tonight.)

6. Negation

To express negation in Creole, the particle pa is inserted before the verb or the verb phrase. It occurs in a variety of combinations presented below.

1. Present tense

Mwen pale alman. - Mwen pa pale alman.
(I speak German) - (I don't speak German.)

2. Present progressive

pa + ap + Verb = pap + Verb

Lwi ap li jounal-la. - Lwi pap li jounal-la.
(Lwi is reading the paper. - Lwi is not reading the paper.)

3. Past tense

Non-immediate past: pa + te + Verb = pat + Verb

Ane pase mwen te vwayaje. - Ane pase, mwen pat vwayaje.
(Last year, I traveled. - Last year, I didn't travel.)

4. Immediate future

Demen Lamèsi pral vann legim nan mache.
(Tomorrow, Lamèsi is going to sell vegetables at the market.)

Demen, Lamèsi pa pral vann legim nan mache.
(Tomorrow, Lamèsi is not going to sell vegetables at the market.)

Indefinite future

It is interesting to note that the negative marker pa does not combine with va or a. Native speakers avoid using negatives in the indefinite future. Rather they simply use the immediate future.

ex: Si lapli tonbe, ti moun yo pa prale nan fèt-la.
(If it rains, the children are not going to the party.)

5. Conditional

Mwen ta ale nan sinema aswè-a.
(I would like to go to the movies tonight.)

Mwen pa ta ale nan sinema aswè-a.
(I would not like to go to the movies tonight.)

IV. The Copula (to be) in Haitian Creole

A. Copula with predicate adjectives

In Haitian Creole there is no equivalent of the copula verb to be with adjectives. The predicate adjective functions as a full fledged verb and can be preceeded by tense and aspect markers.

ex: Mari malad
(Mary is sick)

Mari te malad semen pase
(Mary was sick last week)

mwen grangou anpil
(I am very hungry)

mwen te grangou anpil maten-an
(I was very hungry this morning)

Si ou jwe twòp, ou a bouke
(If you play too much, you will be tired)

This is also the case for yes/no questions containing a predicate adjective.

ex: Eske Ti Jo wo?
(Is Ti Jo tall?)

Wi li wo.
(Yes he is tall.)

Non, li pa wo, li kout.
(No, he is not tall, he is short.)

Other questions in which the key feature is the presence of a predicate adjective also contain no copula.

ex: Poukisa Mari bouke konsa?
(Why is Mary so tired?)

Mari bouke konsa paske li travay anpil.
(Mary is so tired because she worked a lot.)

B. Copula with locatives

The copula is also absent in front of a locative.

ex: Mari lekòl (Mary is in school)
Ti moun-yo lakay (The children are at home)
Woje lopital (Roger is in the hospital)

C. Copula with Ki (wh) questions words

In interrogative sentences formulated with : Kouman - Ki jan (how), Ki sa (what), Ki kote (where, etc...), Ki lè (what time or when), the copula element is ye.

ex: 1. Kouman li ye? (How is he?)
Li byen. (He is fine.)

2. Ki kote ti moun yo ye? (Where are the children?)
Ti moun yo lekòl. (The children are in school.) refer to IV B

3. Ki jan ti moun-yo ye? (How are the children?)
Ti moun-yo byen. (The children are fine.) refer to IV A

4. Ki koulè kay-la ye? (What color is the house?)
Kay-la blan. (The house is white.) refer to IV A

5. Ki sa sa ye? (What is this?)

D. Coupla for identification purposes

Se in Haitian Creole corresponds to the English phrase it is. Se is used for purposes of identification in declarative sentences of the type

ex: Se yon chèz. (It is a chair.)
Se pa yon msye, se yon madanm. (It is not a man, it is a woman.)

and also in yes/no questions of the type

ex: Eske se yon chèz? (Is it a chair?)

Wi, se yon chèz. (Yes, it is a chair.)

Non, se pa yon tab. (No, it is not a table.)

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V. Personal Pronouns

In Haitian Creole, personal pronouns have only one form regardless of their grammatical function. The form of the pronoun is the same for the subject, the object, or the object of the preposition. In fact, these same forms are also used as possessive determiners as explained in Section II.

ex: Mwen suiv Mari. (I followed Mary.)

Mari suiv mwen. (Mary followed me.)

Mari voye flè pou mwen. (Mary sent flowers for me.)

The personal pronouns of Haitian Creole are as follows:

	Subject	Object
mwen =	I	me
ou =	you	you (singular)
li =	he	him
	she	her
	it	it
nou =	we	us
	you	you (plural)
yo =	they	them

Contraction of personal pronouns

Each of the above mentioned pronouns has a contracted form. They are as follows:

mwen = m
ou = w (spelled ou)
li = l
nou = n
yo = y

In subject position the short forms m, l and n can occur freely regardless of the phonological nature of the following segment:

m renmen pwason (I like fish)
l renmen pwason (He/she likes fish)
n renmen pwason (We like fish)
m achte yon bèl wòb (I Bought a pretty dress)
l achte yon bèl wòb (He/she bought a pretty dress)
n achte yon bèl wòb (We bought a pretty dress)

In subject position, the forms w and y only appear before words that begin with a vowel.

ou /w/ ap manje yon pòm (You're eating an apple)
y ap manje yon pòm (They are eating an apple)

but:

ou manje yon pòm (You ate an apple)
yo manje yon pòm (They ate an apple)

In all other positions, the pronoun yo never contracts.

ex: Mari ap gade yo (Mary is looking at them)
Mari ap suiv yo (Mary is following them)

In all other positions the other pronouns contract if they are preceded by a vowel sound.

Mari ap gade m (Mary is looking at me)
Mari ap gade n (Mary is looking at us)
Mari ap gade l (Mary is looking at him/her)
Mari ap gade /w/ ou (Mary is looking at you)

but:

Mari ap suiv mwen (Mary is following me)
Mari ap suiv nou (Mary is following us)
Mari ap suiv li (Mary is following him/her)
Mari ap suiv ou (Mary is following you)

An important exception to the above rule occurs when pronouns appear after a monosyllabic preposition such as: pou - sou - nan

ex: Mari chita sou mwen (Mary is sitting on me)
Mari chita sou li (Mary is sitting on him/her)
Mari chita sou nou (Mary is sitting on us)
Mari chita sou ou (Mary is sitting on you)

but:

Mari chita dèyè m (Mary is sitting behind me)
Mari chita devan l (Mary is sitting in front of him)
Mari ap gade anba n (Mary is looking underneath us)

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GLOSSARY

achte: to buy
adrès: address
adwat: right
agòch: left
ak /avèk: and; with
anba: under
ane: year
ane pase: last year
angle: English
an pàn: car breakdown
anvan: before
anwo: above
anyen: nothing
aprè: after
apremidi: afternoon
aransò: herring
asyèt: plate
atè: floor
atrap: to catch
avril: April

ba: stockings
bale: broom
ban m: give me
bannann: plantain
bagay: thing
bati: to build
bay: to give
bèf: beef
bèl: pretty; handsome
bèlfi: daughter-in-law
bèlmè: mother-in-law
bèlsè: sister-in-law
berejèm: eggplant
biftèk: beefsteak
biwo: desk
blan: white
ble: blue
bofis: son-in-law
bofrè: brother-in-law
bokit: bucket
bopè: father-in-law
bòs: worker
bouch: mouth
bouche: clogged up
bouke: tired
boul: ball
boutonnen: to button
bra: arm
bwat: box
bwat fatra: trash can
bwè: to drink
bwòs a dan: toothbrush
bwose: to brush

chadèk: grapefruit
chagren: sad
chak: each
chante: to sing; song
chapo: hat
(al) chèche: to look for
chemiz: shirt
chemizèt: undershirt
cheve: hair
chèz: chair
chita: to sit
chofè: driver
chosèt: socks
chwazi: to choose

dan: tooth
dat: date
de: two
deboutonnen: to unbutton
demen: tomorrow
depoze: to put down
desanm: December
desine: to draw
devan: in front of
dèyè: behind
deyò: outside
dezipe: to unzip
dezyèm: second
dimanch: Sunday
dis: ten
disèt: seventeen
diznèf: nineteen
dizyèm: tenth
divòse: divorced
dizuit: eighteen
doktè: doctor
domi: to sleep
dousman: softly; slowly; gently
douz: twelve
dwèt: finger

ede: to help
ekri: to write
elektrisyen: electrician

enstriman: musical instrument
epi: and; then
eseye: to try on
eske: (question word for yes/no questions, as: Eske li wo? = Is he tall?)
etenn: to turn off
etidye: to study

fatra: trash
fè: to do
fèmen: to close
fenèt: window
fèt: birthday
fevriye: February
fi: woman
fig: banana
figi: face
fò: loudly
fòk: it is necessary
foto: photograph
fouchèt: fork
foutbòl: soccer
fransè: French
frape: to hit
frè: brother
fri: fruit

gade: to look at
gason: man
genyen: to have
gita: guitar
gran papa: grandfather
granmè: grammar
grann: grandmother
griyo: fried pork
gwo: big

inivèsite: university

jamn: leg
janvye: January
je: eye
jedi: Thursday
jen: June
jenou: knee
jete: to drop
ji: juice
jip: skirt
jiyè: July
jodia: today
jòn: yellow
jou: day
jounal: newspaper
jwe: to play
jwèt: game

ka/kapab: to be able to
kabrit: goat meat
kafe: coffee
kalson: men's briefs
kamyonèt: van
kanpe: to stand
kat: card; four
katòz: fourteen
katriyèm: fourth
kawòt: carrot
kay: house
kenbe: to hold
kenz: fifteen
ki jan: how
ki kote: where
ki lè li ye?: what time is it?
ki moun: who
ki sa: what
kilòt: panties
kiyè: spoon
klas: class
kochon: pork
kòd: rope
kòdonye: shoemaker
kòlèt: mop
kòmanse: to begin
konbyen: how much; how many
konduí: to drive
kontan: happy
konte: to count
kounyea: now
kòsaj: blouse
kostim: suit
kote: next to
kouche: to lay down
kouman: how
koupe: to cut
kouri: to run
kout: short
koute: to listen
koutiryè: dressmaker
kouto: knife
kouzen: male cousin
kouzin: female cousin
kowòsòl: soursap
krab: crab
kras: dirt
kreyòl: Creole
kreyon: pencil
kribich: shrimp
kriye: to cry

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kwafè: barber
kwoke: to hug

laj: age
lakre: chalk
lanbi: conch
lang: language
lanmori: codfish
lave: to wash
lay: garlic
lè: when
lèd: ugly
legim: vegetable
legliz: church
lendi: Monday
lèt: milk
leti: lettuce
leve: to raise; get up
li: to read
limen: to turn on
limyè: light
liv: book
long: long
louvri: to open
luil: oil

machann: market saleslady
mache: to walk
machin: car
madanm: wife; lady; woman
madi: Tuesday
madmwazèl: Miss
magazen: store
manch: sleeve
mandarin: tangerine
mande: to ask
mango: mango
manje: to eat; food
manman: mother
manyen: to touch
mari: husband
marye: married
mas: March
matant: aunt
maten: morning
mawon: brown
mayi: corn
mayo: t-shirt
me: May
mekanisyen: mechanic
mèkredi: Wednesday
melon: watermelon
men: hand
mete: to put; to put on
mi: wall
midi: noon
minuí: midnight
monnonk: uncle
mont: watch
montre: to point to; to show
mouchwa: handkerchief
mouye: wet
msye: man

nan: in
nan mitan: between; in the middle of
nèf: nine
nen: nose
netwaye: to clean up
neve: nephew
nevyèm: ninth
non: name; noun; no
novanm: November
nwa: black
nyès: niece

oktòb: October
on sèl: just one
onz: eleven
oswa: or
out: August

pa: don't
pale: to speak
pandan: during; while
pantalon: pants
panyen: basket
papa: father
pat dantifris: toothpaste
patat: sweet potato
pè: to be afraid; pair
penchen: to pinch
penyen: to comb
pèsi: parsley
peye: to pay
pi: more
pil: pile
piman: hot pepper
pitimi: millet
pitit: child; son/daughter
pitit-pitit: grandchild; grandson/granddaughter
plafon: ceiling
plase: concubine; common-law wife
plim: pen
plonbye: plumber
pòch: pocket
pòmdetè: potato
ponyèt: wrist
pòt: door

poul: chicken
pouse: to push
pousyè: dust
pran: to pick up; take
pre: close
premye: first
prenon: first name
pwa: beans
pwason: fish
pwav: pepper
pwofesè: professor
pwòp: clean
pye: foot

rale: to pull out
ranje: to fix
rele: to scream
m rele: my name is...
rete: to live; to stop
revèy: clock
reveye: to get up
ri: to laugh

sa-a: this
sa-yo: these
sadin: sardine
sal: dirty
samdi: Saturday
savon: soap
sayz: size
se: it is
sè: sister
sèk: dry
sèl: salt
selibate: single
sèlman: only
semèn: week
senk: five
senkyèm: fifth
septanm: September
sere: to put away; to hide
sereyal: cereal
sèt: seven
sètyèm: seventh
sèvyèt: towel
sèz: sixteen
shòt: briefs
sik: sugar
sinema: cinema
sis: six
sisyèm: sixth
sitwon: lime; lemon
siyati: family name
siye: to dry
sonnen: to ring
sote: to jump

sou: on
souke: to shake
soulye: shoes
souri: to smile
soutyen: bra
swa: evening
swen: to take care

tab: table
tablo: blackboard
tann: to wait for
tap-tap: pickup truck used for public transportation
tayè: tailor
teletòn: telephone
tenis: sneakers
tèt: head
ti: small
tiyo: pipe
tòde: to wring
tomat: tomato
tou de: both
tou dwat: straight ahead
tout moun: everybody
tout otou: around
trèz: thirteen
twa: three
twal menaj: dustcloth
twazyèm: third
twò: too*

uit: eight
uityèm: eighth

vandredi: Friday
vann: to sell
vè: glass
ven: twenty
vèt: green
vide: to pour
vinèg: vinegar
vini: to come
vire: to turn around
viv: starchy vegetable
voleból: volleyball
voye: to throw
vyann: meat

wete: to take off
wi: yes
wo: tall
wòb: dress

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wonfle: to snore
wouj: red
woz: pink

yanm: yam
ye: is (used in questions such as "Ki sa sa ye?")
yè: yesterday
yon, on: one

zaboka: avocado
zabriko: tropical fruit
ze: egg
zepis: spice
zepòl: shoulder
zipe: to zip up
zonyon: onion
zoranj: orange
zorèy: ears